

THE SCHOOL JOURNAL

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FEBRUARY 1906

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A MONTHLY JOURNAL OF EDUCATIONAL PROGRESS
(Established in 1870)

Partial List of Contents for February

Major Problems in School Education—Ossian Lang	211
Cheerful Confidences	213
Memory Gems for February	214
Words of Lincoln	215
Practical Arithmetic—L. V. Arnold	216
Practical Nature Study—Frank Owen Payne	217
Grammar School Course in Literature—Harriet E. Peet	220
A February Celebration—Eleanor Curtis Emory	224
Abraham Third: A Play in One Act—E. Fern Hague	227
United States Government: Congress—Isaac Price	228
The New York Transit Pipe Line—Thomas Beaghen	230
How Lead Pencils Are Made—George H. Reed	232
Present Day History and Geography	233
Review of the Year 1909	235
Notes of New Books	241

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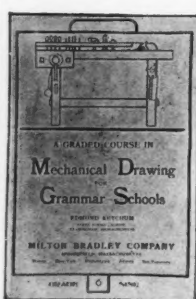
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THE SCHOOL JOURNAL

A Monthly Journal of Education

Vol. LXXVII.

February, 1910

No. 6

OSSIAN LANG, Editor.

Major Problems in School Education

The school can never be a substitute for the home. Upon fathers and mothers rests a kind of educational responsibility of which they cannot divest themselves. What this responsibility consists in does not appear to be very clear to many people. To be sure, parents ought to feed and clothe their children. But suppose they are too poor to do it. Shall we hold them responsible for something that is beyond their power to furnish? A reasonable community will supply aid. There need be no fear that the life of the home will be sapped by such humane procedure.

Home is more than a place where one may obtain food and clothing and shelter. An orphan asylum is not a home.

God wants every child to have a home. If death has taken the father or the mother or both away, there ought to be charity enough abroad to find a home for the orphan in some family. An orphan asylum is a monument to a lack of charity among men. Some day we shall handle these matters more reasonably. The child must have a home that his better nature be not starved.

The physical needs of children enlightened society may and must supply if parents are unable to do it. But of one responsibility the home cannot be relieved, and that is the moral-religious care of the children. Churches and schools stand ready to aid parents to meet their obligations in this direction, but cannot release them from the final wardenship.

The most difficult point involved in the study of this question is no doubt the relation of society to the immoral home. A careful analysis of the problem, aided by discussion of it with people who have given much thought to it, has not brought me to any conclusion satisfactory to myself. But a tentative presentation of the value of the home as an educational center may be of help to other seekers for the truth.

Our treatment of the Indian education problem affords many phases that may be considered with profit. Race prejudice and impatience in what we regarded as promotional reform have been responsible for a most inhumane, destructive policy. The powerful white man simply decided that an Indian household was unfit for the bringing up of children. Acting on this assumption, he tore the children away from their parents and transferred them to boarding-schools of various kinds, where they were to acquire an education considered good for them to have. The results we may observe almost any day by watching the return of "educated" boys and girls to their homes. One example of many that have come to my notice may serve as an illustration.

Near the Needles, the California oasis in the Mojave desert where overland trains of the Santa Fe stop for supper, live a number of giant Mojaves with their families in wickiups and other most primitive structures. The incoming trains form

the one excitement of the day. They bring tourists who buy bead chains and trinkets and supply the Indians with spending money.

A Mojave girl returns from an excellent boarding-school, where she has been taught the arts of her white sister. She speaks a good English and is dressed as white girls are. She steps from the car and waits on the platform with her heavy valise beside her, for the train to pass out of the station, before any of her kin will approach her. She overhears a tourist trying in vain to converse with an Indian girl in the picturesque garb of her people. He reduces his English to the simplest words, he experiments with a few Spanish expressions he has picked up, but to no avail. The Mojave damsel looks at him with blank expression and shakes her head. This is too much for the returned "educated" sister. She tells the tourist excitedly that the girl in Indian garb speaks English perfectly well, that it is less than a month since she herself came from boarding-school; that she has simply returned to the ways of her parents, and is now ashamed to let white people know that she ever had been "educated."

Will our young friend do likewise? This very moment she will no doubt resent the thought. She is probably determined to remain true to the white folks' civilization, little knowing the fury of the contest that is before her. She will have to decide between her parents and kindred, and the great outside world. On the one side is home, with its love or personal interest in one another's welfare, or whatever it may be called; on the other is the world of strangers who may never know, and care little if they do, how great the sacrifice this one accession to their ranks.

The years at boarding-school will soon appear like a visit to a foreign land. The mind has gained much, and the memory will continue its silent educational influence thru life. To the teachers who see their former pupils return to blankets and jerked beef there may appear to be nothing left of the former "education." Something is there, nevertheless. But much more might have been achieved, if the school had been brought to the child, where the reciprocal influence of home and school could have worked greater abiding good.

Radical change of environment, followed by a return to the former condition, is as likely to lead to dissatisfaction with the one as with the other. A country boy who has spent a year in the city may return to the old homestead more contented with it than he ever would have been without the urban experience. On the other hand, dreams of the city may dwarf life on the parental farm, and embitter every waking moment with the longing to get away. We assume a grave risk when we tear the child away from its native environment without taking the parents along with him.

The immigrants to our shores find themselves placed amidst unfamiliar and often strange sur-

roundings. According to their degree of adaptability or native strength they will before long find themselves at home, at least so far as outward appearances go. Their conduct and manner, in the bosom of their family, remain more or less unaffected, until the children bring in reformatory influences from without. These influences may have their origin in visits to other homes, or more often in the knowledge and experiences acquired at school. Struggles and heartaches there are bound to be in the conflict. Rather than lose the children altogether, modifications will be made to keep the home life at least tolerably comfortable to all concerned.

One reason for the wonderful results achieved by the common school in the "Americanization" of foreigners is that this school abstains, as much as possible, from interfering with the prerogatives of the home. There is neither sectarian instruction nor gradation, by payment or otherwise, of children according to the rank, business, or financial ability of parents. Everything that tends to draw lines of social distinction between pupils is rigidly excluded. All learn with all and from all. The universality of the education received is evident everywhere. This is the way things are done in America, and we are all Americans. That thought follows the pupils into the homes and carries its amalgamating influence with it into every part of the social organism. The educational influence of the home is in no wise lessened. The pupil remains the child of his parents while growing into a citizen of the land.

Home assures to the individual personal consideration. There is no substitute for this feeling of cohesion, of belonging to somebody, of being bound to somebody by filial ties. This feeling is capable of developing into a moral-religious force with which nothing else can compare.

We may shrug supercilious shoulders at the sentimentalities of the street and beer-hall ballads about "mother"; below them is a very real moral factor. The thought of mother has been to many a poor wretch the life-line which saved him from being swallowed up in the quicksands of vice. The number it has restrained from crime is great. It is an anchor that holds many a frail vessel in the moorings of morality. And "mother" is home. For that home the best school can offer nothing just as good.

Who will rise to declare that one or the other home is unfit to be entrusted with the care of children! The God who knows has given the young many safeguards which come unconsciously into play and remove the pitfalls that fearful outsiders see in every nook and corner.

Conscientious parents will want to be assured that the school to which they send their children will inflict no harm. First and foremost the school must have a moral atmosphere. This is the primary essential. There would seem to be no necessity for insisting upon this, yet there are hundreds of rural schools with outhouses in such disgraceful condition that the moral dangers are altogether too evident to be ignored by thoughtful friends of the young. Occasionally one finds city schools in which smartness is placed above honest effort. We can not be too jealous for the moral tone of the school.

Next only to the moral consideration is that for the physical welfare of the child. A school whose air is permitted to become vitiated is destroying health. Poorly lighted rooms cause injury to the eyes. So does over-exertion which puts a too long-continued tax upon the sense of sight. Fatigue generates poison which may inflict permanent

damage on the physical constitutions of the pupils. Parents must be assured that attendance at school will not harm their children.

States in which compulsory laws prevail cannot get away from the logic that they are responsible for any physical injury that may come to the children because of their attendance at school. When this thought was first expressed in these pages it was declared to be a dangerous weapon which unscrupulous people might use in defending their recalcitrance in refusing to send children to school. Truth is never dangerous. Misuses of it are readily taken care of by society. No one need be afraid of having truth proclaimed from the housetops.

Now as to the school's duty on intellectual lines. The people who pay the bills are agreed that reading, writing and arithmetic must be taught. The belief is that with the three R's at his command the child has the tools for obtaining whatever knowledge he may wish to acquire in later days. They are also essential as rudimentary preparation for participation in the business world.

How far the school may go in specialized instruction must necessarily depend upon the attitude of the taxpayers. The practice of the past in making all teaching tributary to the preparation for the learned professions is slowly but surely waning as the people begin to realize that there are more efficient methods for meeting the demands which the future will make upon the great majority of the pupils.

There is one rule that may be safely followed under all circumstances. The information gained at school is of little consequence compared with the ability to apply one's self to new tasks, the growth of understanding and judgment, and the interest awakened in things worth while. The school that takes account of these major considerations and allows at the same time for the healthy physical and moral development of the children, is sure to be on the right track.

Miss Reel a Ballinger Victim

The Secretary of the Interior, Richard A. Ballinger, has run into troublous waters. A man of his make-up is bound to get into them sooner or later. If the educational people had the combativeness of people in most other occupations he would have been taken to task long before Chief Pinchot and Representative Hitchcock got after him. His treatment of Estelle Reel was nothing short of outrageous.

Miss Reel has done great things for the Indian schools. The present admirable course of study stands to her credit. She has helped the Indians to find their way into many lines of usefulness. She has developed especially the agricultural and general industrial phases of instruction. She has borne great hardships in carrying on the duties of her office, but she was equal to them and took pleasure in them. Her work was her life. To it she sacrificed everything. She spent many a night sleeping under the open sky, with her horse as her only companion. "Women cannot do these things," Mr. Ballinger averred. When he was shown, he retorted that they "ought not to."

Almost from the moment he assumed the Secretaryship, Mr. Ballinger let it be understood that Miss Reel must go. He did not go about it in a straightforward way, but chose rather the course which the pothouse politicians have made us familiar with in their efforts to produce vacancies for their heelers. As soon as his attitude toward Miss Reel became known a few of the thousands of her friends wrote letters of protest, both to Sec-

retary Ballinger and to President Taft. When pressure made itself felt, Secretary Ballinger wrote an adroit reply to the effect that Miss Reel would continue in office "for the present." Mr. Taft, in his exasperatingly pacific state of mind, did nothing, tho the Superintendent of Indian Schools is generally regarded as a personal appointee of the President. Mr. Taft wants peace in his immediate official family, and whoever is likely to interfere with it may go hang. President Roosevelt's policy of the "square deal" for everybody has evidently been "carried out"; it certainly is not in evidence here.

If the readers of THE SCHOOL JOURNAL will write letters to their congressmen calling attention to the shameful treatment accorded to Miss Reel as Superintendent of Indian Schools and asking that this be made a matter of investigation along with inquiries into other of Secretary Ballinger's official acts, will help the educational officers in the government service to feel secure in an efficient discharge of their duties.

Arthur Gilman

In the death of Arthur Gilman THE SCHOOL JOURNAL has lost a loyal friend and valued contributor. His words of encouragement and firm support have brought comfort and joy to the Editor for many years. He was one of the men of power who bring about things in education, in a quiet and unostentatious manner. Early in his career he cut loose from the pursuit of money-getting, and devoted his wonderful organizing capacity and passion for social service, wholly to the education of women. He was the founder of Radcliffe College (originally called Harvard Annex) and was the head of the Gilman School for Girls, famous thruout the country for the excellency of its work. He was a recognized leader in the private school field, and some of the best things developed in the last twenty-five years in that particular field were inaugurated by him. His life has been one of usefulness, and generations to come will share in the fruit thereof.

Cheerful Confidences

What Is It For

This page is set apart for the jolly ones, the cheerful chaps, the bright fellows, the light-hearted, joyous, glad, merry, buoyant, happy, jocund, blithesome, gay souls who teach because they want to and wouldn't whine about it if they knew how. Its tone is high G, or high jinks. If you have a note or two to spare, vibrate them to *The Cheerful Confidant*, care THE SCHOOL JOURNAL, 15 East Twenty-fourth Street, New York.

What are the Happiest Days?

Every once in a while some well-meaning chap addressing the boys and girls of the high school which I am hired to direct, says, "And let me tell you these are the happiest days of your life." I wish they would stop doing that. It is a thoughtless generalization without sufficient foundation, and, to my mind, it isn't true.

Now, what is happiness?

I have no right, neither has a speaker in my school the right, to define happiness. That is a matter settled by the people whom we accept as authorities on the meanings of words. I have just this minute consulted them to see what they say. "Happiness is the pleasurable experience that springs from the possession of the good. A continued experience of pleasures and joys, as 'happiness follows obedience to law.' A state of being, in which a large measure, especially of the higher intellectual and moral pleasures, is experienced; blessedness. Happiness results not from possessing something but from the free, full, unimpeded use of the powers in unselfish service."

This is not quoted from a sermon, mind you, but from the "Standard Dictionary."

Come now, isn't it stupid to tell a lot of uneducated, untrained, just beginning boys and girls that they are happier than they'll ever be again? I think it's a terrible thing for a man to say that. It is equivalent to saying, "Don't learn anything. Don't grow up. You are happier in your ignorance. 'Tis folly to be wise."

What are the bases of happiness in the experience of these youngsters? Weather? Friends? Three meals a day? Pretty things to wear and to look at? Interesting reading? Sweet thoughts? Dreams? Activity?

Well, are these things to disappear? I guess not. All the time your capacity to appreciate and enjoy them will increase if you are educated right, or rather, if you educate yourself properly.

Happiness follows obedience to law, does it? What then? Is education not able to make one more familiar with the law of his being? Happiness has in large measure the higher intellectual and moral pleasures, has it? I thought that was what education aimed to give. So happiness results, does it, from the unimpeded use of the powers in unselfish service? Why, that is exactly what education proposes.

Then, it seems to me, it is the schoolmaster's business to call the speaker down and say, "My friend, you are telling lies. What you should say to these young people is this: 'Children, you are now more happy than you were formerly, and you are going to be more happy than you are, because you are growing in intellectual power, you are growing in capacity for service. Don't let any of your chances for education slip by, for education means happiness.'"

A boy's school-days—the happiest of his life? Tommyrot! Me give up my wife, my three girls, my four boys, my old cronies, my set of Emerson, my class in English, my 3698 opportunities of happiness in exchange for what I had when I was fourteen? Ridiculous. Could I then enjoy the changes of weather as I can this year? It seems to me as tho each day discovers beauties I had never dreamed of before. The rain upon the roof, the leafage of the locust trees, the glimmer of the stars upon the snow-crust, mean more to me in 1910 than ever before. Friends never were so dear as now. Breakfast with seven of my own to brighten it; clothes with my own loved ones inside of them; dreams in the clouds of my after-dinner Seal of North Carolina; interesting things to do; the satisfaction of attempting an artistic piece of work and doing the best I can at it; the knowledge that I am trying to serve my country in the humblest and most necessary of all its occupations; thousands of other pleasant thoughts ready to bear witness any minute,—all explode the boyhood's happiest day theory for me at the first crack.

Let a man teach if he wants to be happy.

WALTER MONTGOMERY.

Memory Gems for February

(Saturdays and Sundays omitted)

FEBRUARY 1

Rise!—for the day is passing,
And you lie dreaming on;
The others have buckled their armor,
And forth to the fight have gone;
A place in the ranks awaits you,
Each man has some part to play;
The past and the future are nothing,
In the face of the stern to-day.
—ADELAIDE A. PROCTOR.

FEBRUARY 2

Go, get thee to thy task. Conquer or die!
It must be learned, learn it then patiently.
—ANONYMOUS.

FEBRUARY 3

With the sweet charity of speech,
Give words that heal, and words that teach.
—MRS. SIGOURNEY.

FEBRUARY 4

These are the great of earth,—
Great, not by king-
ly birth,
Great in their well
proved worth—
Firm hearts
and true.
—PIERPONT.

FEBRUARY 7

Rest not! Life is
sweeping by;
Go and dare before
you die.
—GOETHE.

FEBRUARY 8

Do something
worth living for,
worth dying for.
—STANLEY.

FEBRUARY 9

Be what thou
seemest.
—BONAR.

FEBRUARY 10

History will re-
cord the name of
Abraham Lincoln
as that of a pure
and disinterested
patriot.
—H. J. RAYMOND.

FEBRUARY 11

Next to Wash-
ington, the father
of our independ-
ence, stands Abra-
ham Lincoln, the
martyr of our
Union.
—PHILIP SCHAFF.

FEBRUARY 12

The best way to
estimate the value

of Lincoln is to think what the condition of Amer-
ica would be to-day if he had never lived.

—WALT WHITMAN.

FEBRUARY 14

There never was a good war, or a bad peace.
—FRANKLIN.

FEBRUARY 15

If you expect to wear the spurs you must win
them.

—GARFIELD.

FEBRUARY 16

The name of an American must always exalt
the just pride of patriotism.

—GEORGE WASHINGTON.

FEBRUARY 17

Washington's a watchword such as ne'er
Shall sink while there's an echo left to air.

—LORD BYRON.

FEBRUARY 18

To be prepared
for war is one of
the most effectual
means of preserv-
ing peace.

—GEORGE WASH-
INGTON.

FEBRUARY 21

For this chill sea-
son now again
Brings in its an-
nual rounds the
morn

When, greatest of
the sons of men,
Our glorious
Washington
was born.

—W. C. BRYANT.

FEBRUARY 22

See! the glorious
flag is waving
Over land and
sea—

Waving now for
him who fought
To set our coun-
try free.

—ANONYMOUS.

FEBRUARY 23

From the gal-
lantry and fortit-
ude of her citi-
zens, under the au-
spices of Heaven,
America has de-
rived her inde-
pendence.

—GEORGE WASH-
INGTON.



Blackboard Design of G. H. Shorey

FEBRUARY 24

The heights by great men reached and kept
Were not attained by sudden flight;
But they, while their companions slept,
Were upward toiling in the night.

—LONGFELLOW.

FEBRUARY 25

Whene'er is spoken a noble thought,

Our hearts in glad surprise
To higher levels rise.

—LONGFELLOW.

FEBRUARY 28

No action, whether foul or fair,
Is ever done but it leaves somewhere
A record, written by fingers ghostly,
As a blessing or a curse.

—LONGFELLOW.

Words of Lincoln

Learn the laws and obey them.

Revolutionize thru the ballot-box.

I am nothing, but truth is everything.

Killing the dog does not cure the bite.

Workingmen are the basis of all governments.

Mercy bears richer rewards than strict justice.

I am glad to find a man who can go ahead with-
out me.

Give us a little more light, and a little less noise.

You must not give me the praise—it belongs to
God.

It is not best to swap horses while crossing a
stream.

He sticks thru thick and thin—I admire such a
man.

It is not much in the nature of man to be driven
to do anything.

Success does not so much depend on external
help as on self-reliance.

It is better only sometimes to be right than at
all times wrong.

If our sense of duty forbids, then let us stand by
our sense of duty.

With public sentiment, nothing can fail; with-
out it, nothing can succeed.

The strife of elections is but human nature ap-
plied to the facts of the case.

This country, with all its institutions, belongs
to the people who inhabit it.

No human counsel has devised, nor hath any
mortal hand worked out, these great things.

When you have an elephant on hand, and he
wants to run away, better let him run.

Gold is good in its place; but living, brave, and
patriotic men are better than gold.

My experience and observation have been that
those who promise the most do the least.

The face of an old friend is like a ray of sun-
shine thru dark and gloomy clouds.

"I have made it the rule of my life," said the
old parson, "not to cross Fox River until I get
to it."

Whatever is calculated to improve the condition
of the honest, struggling, laboring man, I am for
that thing.

I must stand with anybody that stands right;
stand with him while he is right, and part with
him when he goes wrong.

Those who deny freedom to others deserve it
not for themselves; and, under a just God, cannot
long retain it.

Without guile, and with pure purpose, let us
renew our trust in God, and go forward without
fear and with manly hearts.

Let us have faith that right makes might; and
in that faith let us to the end dare to do our duty
as we understand it.

If I send a man to buy a horse for me, I expect
him to tell me his points—not how many hairs are
in his tail.

I am not bound to win, but I am bound to be
true. I am not bound to succeed, but I am bound
to live up to what light I have.

It is difficult to make a man miserable while he
feels he is worthy of himself and claims kindred
to the great God who made him.

You can fool some of the people some of the
time, or all of the people some of the time; but
you can't fool all of the people all of the time.

It has been said of the world's history hitherto
that "might makes right"; it is for us and for our
times to reverse the maxim, and to show that right
makes might.

No men living are more worthy to be trusted
than those who toil up from poverty—none less in-
clined to take, or touch, aught which they have not
honestly earned.

Neither let us be slandered from our duty by
false accusations against us, nor frightened by
menaces of destruction to the government nor of
dungeons to ourselves.

If it be true that the Lord has appointed me to
do the work you have indicated, is it not probable
that He would have communicated knowledge of
the fact to me as well as to you?

Two principles have stood face to face from the
beginning of time and will ever continue to strug-
gle. The one is the common right of humanity;
the other is the divine right of kings.

The Wrong Kind of Training

A recent number of the *Interstate Medical Jour-
nal* discusses the possibility of over-educating the
crude brain

The great discussion now going on as to the large per-
centage of "backward" children in the public school might
end if it is shown that they are as far advanced for their
age and brains as they should be, and that forcing them
on may be injurious. In other words, there is a danger
that pedagogy, unchecked by ethnic brain studies, may
lead itself astray unless each child's abilities are studied
as carefully as a horseman studies a colt's, and then train-
ing adopted to suit each individual, for no two boys are
exactly alike. Surely brain anatomy deserves more study,
as it does seem that the medical profession is bound to be-
come a powerful sociological instrument in more ways than
the mere cure and prevention of disease.

Practical Arithmetic

By L. V. ARNOLD, New York

Commission and Brokerage

The pupil's method of study should concern the teacher fully as much as the method of recitation. It is interesting to know how pupils do things and is many times a revelation as well. At times the instructor should inspect all the pencil work of the pupils required to produce a given result. These inspections will arouse the inventive genius of the pupil to greater activity and shortcuts. The seat work is the mirror which reflects the order of the pupils' thoughts to the teacher, whereby she may see their real power. A wasteful use of paper makes slovenly habits of study. The use of the gray matter of the brain instead of the gray matter of the pencil should be encouraged.

The board work and seat work are pictorial illustrations, while oral analysis is a verbal illustration of the pupil's order of thought. When oral analysis is begun early in the arithmetical course the task of combating the generally recognized period of self-consciousness from the sixth to the eighth year of school will, except in unusual cases, be reduced to a minimum.

While the following suggestions directly carry out the laboratory method idea, they are helpful with any method in the generalization and review of a given topic in arithmetic. Tho the examples used are taken from various topics, all the suggestions may be applied to any particular topic.

What terms must be known to produce a given term? Example, what terms must be known to find rate of insurance?

Given certain terms, what term may be found? Example, tax and rate are given. Give analysis.

Write a problem to which the explanation given applies. Example, since a man paid \$5,400 for a house and 20 per cent as much for a barn, he pays for the barn one-fifth of \$5,400 or \$1,080. Since he paid \$5,400 for the house and \$1,080 for the barn, he paid for both the sum of \$1,080 and \$5,400 or \$6,480.

What conditions are essential to produce a given result? Example, the cost of a certain bond must be found.

What results may be obtained under certain existing conditions? Example, 40 shares U. S. Steel preferred 7s are bought at 100%, brokerage $\frac{1}{8}$. (Three results are possible.)

Write original problems involving every case under each topic considered.

Write and solve a problem, finding per cent of commission.

Write and solve a problem, finding commission.

Write and solve a problem, finding remittance to agent.

Write and solve a problem, finding remittance to principal.

Write and solve a problem, finding amount of business transacted.

Commission and Brokerage is a selling and buying business on which a profit or loss will be realized. Because of its close relation to Profit and Loss it should immediately follow that work. The vernacular of the business involves slightly different terms, but the underlying principles are the same. The only new adjustment for the pupil is the change from the merchant's to the agent's point of view.

QUESTIONS TO AROUSE INTEREST

What is meant by middleman? Of what use is he?

Why are agents employed? Name some of the legitimate expenses an agent may pay for his employer.

What is the difference in the methods of the broker and commission merchant?

Commercial Discount

Commercial Discount partakes of the nature of commission and profit and loss, but forms a distinct topic by itself. The work should be presented in comparison by method and definition with the topics already treated, following the pedagogical principle, study the unknown with reference to the related known. The value of such study and instruction need not be dwelt upon, for it is obvious. The institution of discount is common in all traffic. The manufacturer discounts to the jobber, the jobber to the retailer and many times the retailer to the customer, which latter is especially emphasized by "bargain days." The discount may be made in a lump sum as \$1.50 in every ten or a discount of a certain per cent, as 8 per cent off.

The reasons for giving discounts vary with different firms and businesses. However, nearly all jobbing houses offer a discount for "Cash, ten days." The retailer may offer a discount for cash to make quick sales, to reduce stock, to secure large orders, etc.

Pupils will readily apply the discount idea to the dealings or advertisements of some merchants with whom they are acquainted, and if encouraged to do so will make the "ads" "marked down goods" displayed in the windows, etc., a part of their stock in trade in commercial discount.

The following problems brought to class by pupils will illustrate the idea of this application.

1. In _____ is a suit marked
Was \$25
Now \$19.

Find rate of discount.

2. Goods are billed to Father "1 per cent off 30 days, $2\frac{1}{2}$ per cent off 5 days." What amount will he save on a bill of \$600 if he pays same in five days?

3. _____ advertise a "Money-Back Sale," \$5 back on every suit bought at \$20 or over. What per cent is that on a \$20 suit, a \$23 suit, a \$30 suit?

4. Monday _____, grocers, sold fruit at ten cents a basket which Saturday was marked 12c. What was the rate of discount and why do you think the discount was made?

5. Name two ways in which railroad companies discount. Ans., mileage and excursion rates.

The above work is sufficient to illustrate what the pupil will do if the teacher takes up the work from a business man's viewpoint and makes the work practical. This definite application of the principles to business, the pupil originating, solving, then analyzing the problems, so thoroly clarifies the topic that the pupil is walking at all times in the light, and when the critical time comes he is "all to the good."

QUESTIONS TO AROUSE INTEREST

Name three merchants who have given discounts. In what manner were the discounts made? Why were they made? Name other reasons why discounts may be given. Do railroads ever give discounts? If so, how? How do discounts immediately affect profits?

Practical Nature Study

By FRANK OWEN PAYNE

The plants which have been studied in the previous lessons, however varied their form and appearance, all belong to one great group of plants commonly known as flowering or seed-bearing plants (phanerogams). But there is a vastly greater number of plants known as flowerless or spore-bearing plants (cryptogams) which are more or less familiar to all but which are not so well known. Ferns, mosses, lichens, seaweeds, moulds, mildews and fungi are spore-bearing plants.

Exercise.—Take a mushroom or fern leaf and place it on a sheet of paper so that the under surface is in contact with the paper. Cover with a plate or bell-jar to prevent circulation of the air, and after a few hours, on removing the cover, a quantity of spores or fine dust will be found upon the paper.

If care is taken, very beautiful "spore prints" may be obtained from mushrooms in this way.

Many flowerless plants are well known and admired, others are regarded with a sort of superstitious awe, while vast numbers are so small as to be invisible unless seen by the strong power of the microscope.

In this paper we will present a few forms of economic importance. Ferns and mosses are of great beauty, but aside from the value of a few ferns as house plants and of one or two kinds of moss for packing, they are of little commercial value. The same is true of lichens, altho these are eaten in Eastern Asia as a delicacy. George Kennan describes a dinner in China where lichens formed one course, but he does not recommend them as an article of diet.

Lichens can scarcely be classed among economic plants. Seaweeds are the principal source of iodine, bromine and some other elements which are extracted from their ashes. So-called Irish moss and Iceland moss are seaweeds used for food, and agar-agar is obtained from a like source.

Moulds.—If a slice of bread or cake, or cooked vegetables, be placed in a damp, dark place for a few days, there will be a growth of fine hair-like mould upon it. This may be white, pink, blue, green, or gray. Presently minute globules will appear on the ends of the slender threads. These are the spore-cases, and when they become ripe, masses of fine dust will come out to float in the air and be carried away to alight on various dead or decaying substances. It is in this way that moulds are scattered.

The mould seen on the food is only the fruiting portion. Down below the surface are thousands of fine threads which penetrate thru the food in every direction. It is these that give the peculiar mouldy taste and smell to all such foods.

Practical Application.—Food should not be set away in dark cupboards. Pantries and refrigerators should be frequently cleaned and ventilated. Heat kills the moulds. Hence canned fruit, if sealed while hot, will seldom mould. Crackers, cakes, etc., are often made fresh by placing in a hot oven for a few moments to kill the moulds which may have been developing in them. Moulds in the main are bad plants. Some cheeses, however, are considered improved by the flavor they acquire from certain moulds.

Mildews resemble moulds in favoring dampness. Laundry taken in from the clothes-line and

packed away damp often becomes blotched with spots of red, black, or brown. Starched clothes are particularly susceptible to mildews.

Corn and other grain-plants are often affected by a disease known as *rust* or *smut*, which causes serious damage to the crops. These plants are of great interest to botanists, but they cannot be studied to advantage in elementary schools.

Yeast.—There is another class of plants somewhat like the bacteria in their size and actions, known as yeasts. They are too small to be seen with the naked eye, but they are of great importance economically, since fermentation is due to them.

Select some fresh cider just from the press. It is sweet like the juice of the apples from which it was expressed. But let it stand for a day or two and it begins to foam; its taste gradually changes to that of "hard" cider and finally to vinegar.

This change is brought about by tiny yeast-plants which feed upon the sugar in the fruit, changing it into alcohol and carbon dioxide.

The presence of alcohol in all intoxicating drinks is due to this same cause.

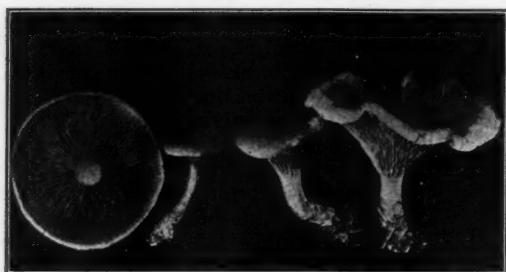
Bread is made light by the same action, which causes certain substances in the "emptyings" to give up carbon dioxide and alcohol.

Without yeast, bread would never become light. The action of yeast in making beer is known.

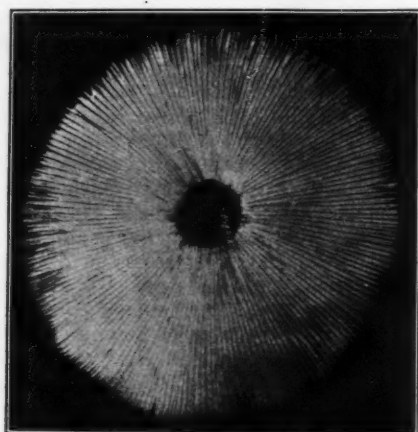
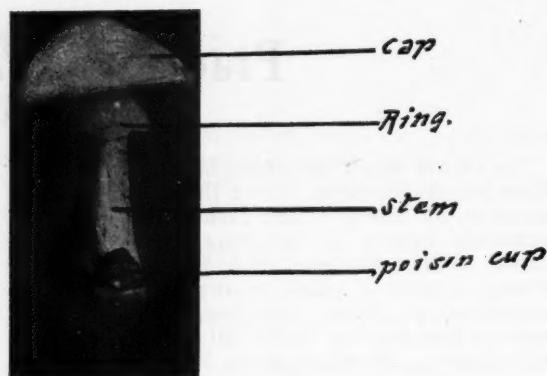
Bacteria are among the most important of plants. The fermenting of cider, the souring of milk, the decay of all organic substances is due to these minute plants.

Many diseases are caused by bacteria. Consumption, typhoid fever, diphtheria, cholera and many other diseases are known to be due to them. Many important industries depend upon bacteria either directly or indirectly. Thus in dairying, butter-making and cheese-making are dependent on those bacteria which cause milk to sour, as well as those which cause the familiar odor and flavor of butter and cheese. The canning industry depends on the exclusion of those bacteria which cause decay. Heat above boiling point kills most bacteria, and cold checks their growth. Hence milk is Pasteurized and foods are preserved by cooking and by refrigeration. All this cannot be taught directly to children. The use of a high-power microscope is needed for the study of such minute objects. But they are of such importance that children should be instructed concerning them, since they furnish the key to the question *how one may "catch" a disease.*

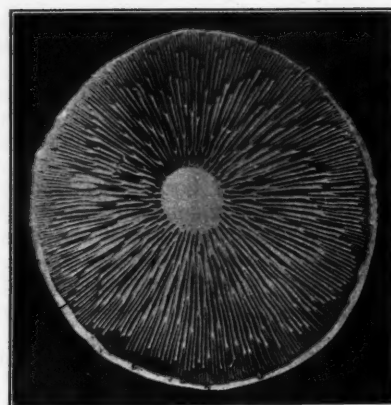
The reasons will soon become apparent why dust and filth are a menace; why it is dangerous to expectorate on the street or in public buildings; why sewage ought to be disposed of to prevent contamination of water supply; why quarantine rules are desirable; the use and importance of disinfectants and many kindred questions. It is high time that the principles of bacteriology be taught away down in the grades where it will reach a maximum number of children. Since 80 per cent of the children never attend the high schools, it is of primary importance that the facts of this vital subject be presented in its essentials. Girls especially need to know about bacteria, for the defense of the family and of the individual against contact with infected material is a matter primarily for the mother.



A Cluster of Mushrooms



Spore-print



Under Side of a Mushroom Showing Gills

Such facts as the growth and multiplication of bacteria; how they are scattered in dust; how infection may be spread in breath, hands, clothing, and utensils; how food should be sterilized and vessels containing food be cleansed;—these and many similar facts will militate strongly against the chief diseases that figure in the mortality tables.

(For a clear, concise and most helpful little book on bacteria, read "The Story of the Bacteria," by Prudden. It should be found in every teacher's library.)

Disease germs may get into us in many ways. In our food they enter the alimentary canal—*cholera*, *typhoid*, etc.; in the air they may enter the lungs—*tuberculosis*, *diphtheria*; thru a scratch or break in the skin they may get directly into the blood—*lockjaw*, *blood poison*; and some infect us by coming into contact with the skin—*leprosy*.

Practical Studies.—How is fruit canned? At home? Find out how it is canned in the great factories. Why is it heated? Why is it sealed while still hot? How do you account for the fact that fruit sometimes "works"? How does such fruit sometimes compare with that which has not "worked"?

Explain why scalded milk does not sour so quickly as that which remains unheated. Why does milk keep sweet longer when kept in a refrigerator? Why does the butcher permit meat to hang in the market in winter, but puts it in the ice-box in summer?

Sometimes canned fruits become mouldy on top. Account for the presence of the mould. Why do salt, saltpetre, and charcoal preserve foods from decay?

Experiment 1.—Place a slice of stale bread or cold boiled potato on a plate, and cover with an

inverted tumbler or bell jar. After three or four days examine for moulds. Smell the peculiar mould odor. Examine with a magnifying glass.

Experiment 2.—Roll up an old cotton garment which has been starched and is quite damp, and lay away in a damp place for several days. Then look for mildew.

Mushrooms and Toadstools.—There is really no difference between a mushroom and a toadstool. The names are used variously. Some consider the edible forms as mushrooms, and all others as toadstools. Some consider the umbrella-like forms as mushrooms and the woody, shelf-like forms as toadstools. But according to the best authorities there is no difference. The names are interchangeable.

Parts.—The parts of a typical mushroom are the cap or umbrella (*pileus*), having many flat radiating plates (gills) on the under side, the stem (*stipe* or *columella*) which supports the cap, the ring or veil which joins the cap to the stem in young plants, but later becomes broken when the cap expands, and sometimes a "poison cup," "death cup" (*volva*), at the base of the stem out of which it seems to spring. The ring may be absent and the poison cup is not found in very many species. The stem is sometimes so short that the cap develops into a one-sided shelf which projects from the side of the decaying tree trunk.

The under side of the cap is not always covered with plates or gills, but in some fungi there are thousands of fine holes or pores, hence the "poly pore" for such forms. In others there are many fine teeth. The study of fungi with young pupils may be confined to two questions:

- (a) How to tell edible from poisonous fungi.
- (b) The relations of fungi to timber.

How to tell edible from poisonous fungi is not

an easy task. There seems to be no hard and-fast rule by which to recognize those which are good from those which are bad. There are many edible forms and only a few which are positively poisonous. It is better, however, to let many wholesome fungi go untasted than to eat one which is really dangerous. The following rules are quite safe to follow, altho by doing so you will miss many very delicious varieties:

1. *Never eat a mushroom which has a bad odor.*—This rule seems almost unnecessary, since one is not likely to eat anything which does not smell good.

2. *Never eat a mushroom which has a bitter or offensive taste.*—If you break open the fungus and find the smell agreeable or odorless, it is perfectly safe to touch the tongue to it. If it is tasteless or slightly peppery, it is safe to eat it, but if it is bitter it had better be rejected.

3. *Never eat a mushroom which is highly colored or has milky juice.*—This is a safe rule, for some unwholesome fungi are yellow, orange, red, green or brown. But there are also many excellent fungi which are highly colored. Milky juice indicates poisonous properties.

4. *Never eat mushrooms which are old or withered.*—Only fresh specimens are esteemed for food.

5. *Reject all mushrooms which are infected with larvæ.*

6. *It is not wise to eat very young fungi in their "button stage,"* since it is not always easy to recognize the wholesome from poisonous ones when immature.

7. Some mushrooms having a so-called "poison cup" at the base are edible. But it is better not to eat any such unless there is no possible doubt.

8. Finally, it is safe to eat any white or pale-colored fungus which has no bad odor or strong taste, and is destitute of the poison cup.

The relation of fungi to forestry is very interesting. It is both good and bad. If it were not for fungi, the dead leaves, branches and indeed whole trees in the forest would form one dense mass of dead wood, choking the growth of the living plants. Fungi spores alight upon dead vegetation and grow there, eating it up and reducing it to soil again. In this capacity, *i. e.*, that of scavengers of the vegetable world, the fungi do a great and important work.

But this is not all. These same spores often fall upon a living tree at a point where its heart wood is exposed, and begin work there. They eat down into the heart of the tree until it becomes too weak to sustain the weight of branches, and it falls to the earth. It is thus that hollow trees are formed, which sometimes become a shelter for animals of the forest.

It is to prevent the decay of healthy trees that the forester smears over the cut-off ends of the branches with tar or paint. Broken branches are for the same reason sawed off.

It is also a principle of forestry to remove and burn up all dead and decaying trees so that there may be fewer fungi to scatter their spores and so spread decay.

PRACTICAL USES OF FUNGI

1. *Food.*—The value of mushrooms for food has been greatly overestimated, but as a relish they are highly prized.

2. *German tinder* was formerly manufactured from one of the shelf fungi.

3. *Clothing* is made out of shavings cut from certain fungi. Its soft leather-like feel and non-conductivity of heat make it also useful in making chest protectors.

4. *Razor strops* are made of the beech fungus.

5. *Fox fire* is due to a fungus which infects decayed wood. This is sometimes used as a source of light, and the punk, as it is called, is used in the manufacture of joss sticks and lighters for fireworks.

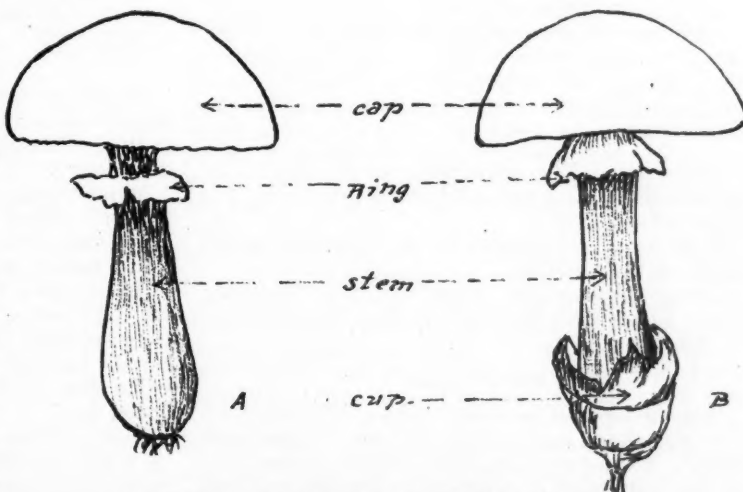
6. *Medicines.*—So-called lycopodium powder is often obtained from puff balls. It is used to stop the flow of blood from wounds, and is also employed by druggists to dry the surface of fresh pills. In the theater it is also used to produce artificial lightning. Ergot and various narcotics and purgatives are derived from certain fungi.

7. *Ornamental.*—Some large shelf fungi are used for etching pictures. Others are decorated with paints, but no amount of artificial treatment can equal the surpassing loveliness of many of these beautiful plants.

(Atkinson on Mushrooms and Cooke on Fungi are very helpful books to any teacher. The various bulletins of the State and United States Agricultural Department give admirable colored plates by means of which the edible and poisonous kinds are easily recognized.)

The following books are recommended for reading by teachers. They are more or less popular in character and are full of helpful material:

1. "Bacteria, Yeasts and Moulds in the Home."
 2. "The Story of Germ Life."
 3. "Bacteria in Milk and Its Products."
 4. "Principles of Bacteriology."
- (These four are by Conn.)
5. "Moulds, Mildews and Mushrooms."—Underwood.
 6. "Bacteria in Daily Life."—Mrs. Percy Frankland.
 7. "The Story of Bacteria."—Prudden.
 8. "Manual of Bacteriology"—Muir & Ritchie.
 9. "Mushrooms."—George F. Atkinson.



A. Without a Poison Cup.—B. With a Poison Cup.
Mushrooms Young and Old

Grammar School Course in Literature

By HARRIET E. PEET, State Normal School, Salem, Mass.

Selections from Robert Burns

(Continued from last month)

TO A MOUNTAIN DAISY

Introduction.—Robert Burns, altho much beloved by the Scottish people, did not receive much honor while he lived. His home was a small thatched cottage in the country, his time was spent in the fields. His heart was so filled with tenderness for all living things that often as he ploughed or sowed he composed beautiful songs. One day as he was ploughing he turned up a little daisy. This is the poem he wrote to express his sorrow for destroying anything so tiny and so beautiful:

Wee, modest, crimson-tippèd flow'r.
Thou's met me in an evil hour;
For I maun crush amang the stoure*
Thy slender stem.
To spare thee now is past my pow'r,
Thou bonnie gem.

Alas! it's no thy neebor sweet,
The bonnie Lark, companion meet!
Bending thee 'mang the dewy weet!
Wi' spreckl'd breast,
When upward-springing, blythe, to greet
The purpling east.

Could blew the bitter-biting north
Upon thy early, humble birth;
Yet cheerfully thou glinted forth
Amid the storm,
Scarce rear'd above the parent-earth
Thy tender form.

The flaunting flow'rs our gardens yield,
High shelt'ring woods and wa's maun shield,
But thou, beneath the random bield†
O' clod or stane,
Adorns the histie‡ stibble-field,
Unseen; alane.

There, in thy scanty-mantle clad,
Thy snawie bosom sunward spread,
Thou lifts thy unassuming head
In humble guise;
But now the share uptears thy bed,
And low thou lies!

* stoure, dust.
† bield, shelter.
‡ histie, barren.

Discussion.—The appearance of the daisy. Its surroundings. Contrast with garden flowers. The charm of the poem.

A choice of such topics as the following should be given the children:

Compositions.—The Story of the Mountain Daisy. The Bonnie Lark's Neighbor, The Poet and the Flower.

FOR A' THAT

Introduction.—Discussion, who is the best man, the man who is a great lord, the one who has won wealth, or the man who lives a simple, honest life? In this discussion it ought to be brought out that it is character for which a man is responsible, and not wealth or position, which may have been

brought him by chance; and that it is temper, character, not wealth or position, by which we must measure men. An allusion may be made to historic persons like Lincoln and Garfield, who have won their way solely by character. After the discussion the teacher may say that the poem "For a' That" shows what Robert Burns thought upon the question.

Is there, for honest poverty,
That hangs his head, and a' that?
The coward-slave, we pass him by,
We dare be poor for a' that!
For a' that, and a' that,
Our toils obscure, and a' that;
The rank is but the guinea stamp;
The man's the gowd for a' that.

What tho' on hamely fare we dine,
Wear hodden-grey,* and a' that;
Gie fools their silks, and knaves their wine,
A man's a man for a' that,
Their tinsel show; and a' that;
The honest man, tho' e'er sae poor,
Is King o' men for a' that.

Ye see yon birkie,† ca'd a lord,
Wha struts, and stares, and a' that;
Tho' hundred worship at his word,
He's but a coof‡ for a' that;
For a' that, and a' that,
His riband, star, and a' that,
The man of independent mind,
He looks and laughs at a' that.

Then let us pray that come it may,
As come it will for a' that;
That sense and worth, o'er a' the earth,
May bear the gree,§ and a' that.
For a' that and a' that,
It's coming yet, for a' that,
That man to man, the world o'er,
Shall brothers be for a' that.

—ROBERT BURNS.

* hodden-grey, coarse flannel.

† birkie, spirited fellow.

§ gree, prize.

‡ coof, fool.

Questions on the Text.—Whom would Burns pass by as a coward slave? What is the real good in life? What things are like the stamp on a piece of money?

What things do not matter so long as a man is honest? What things are merely like tinsel? What may be given fools and knaves with no loss to the honest man?

What will a man of independent mind laugh at when he sees a foolish lord to whom others bow? Who appoints lords, marquises, and dukes? What cannot be made by a prince? Who is of higher value than a marquis or a duke? What should be hoped for?

Compositions.—A choice of several topics should be given the class for either the oral or written work. Such topics as these may be suggestive: Who is King of Men? Character and Wealth. Robert Burns' Idea of Real Worth.

Selections from Blake and Cowper

LIST OF POEMS

<i>By William Blake.</i>	<i>By William Cowper.</i>
Laughing Song	John Gilpin
Night	The Nightingale and the
Piping Down the Valleys	Glowworm
The Lamb	The Cricket
The Shepherd	The Poplar Field (three
The Blossom	stanzas)
The Tiger	The Loss of the Royal
	George
	The Retired Cat
	'To Anne Bodham

Blake and Cowper were two peculiar geniuses: supersensitive, imaginative and tender-hearted. Both had delicacy and insight. Both were original and ingenious. It is these traits which endear them to children.

The greatness of Blake is in the character of a rhapsodist. He was a mystic with an ecstatic joy, a wild fancy, and a tender pathos; an artist and a poet by temperament and gifts. His life was most simple. He was born of humble parents, with no opportunity for education. He earned his living and affected subsequent art by engravings as mystical and grotesque as his poems. He educated and married a girl of origin as humble as his own, with whom he led a quiet, devout life in London. It was a life without extreme poverty and without luxury.

Blake was a lover of childhood: and it is for this reason that he can express, as no one else has ever been able to do, certain aspects of child life, its dreaminess, its brooding tender-heartedness, and its wild joys and fancies.

The introductory poem to his "Songs of Innocence" shows the genius of the poet in its most fanciful form. It tells how the poet gained his inspiration for the songs from an imaginary child among the clouds. How joyous, how tender, how delightfully fanciful it is!

PIPING DOWN THE VALLEYS WILD

Piping down the valleys wild,
Piping songs of pleasant glee,
On a cloud I saw a child,
And he laughing said to me:

"Pipe a song about a lamb!"
So I piped with merry cheer.
"Piper, pipe that song again!"
So I piped: he wept to hear.

"Drop thy pipe, thy happy pipe;
Sing thy songs of happy cheer!"
So I sang the same again,
While he wept with joy to hear.

"Piper, sit thee down and write
In a book, that all may read."
So he vanished from my sight,
And I pluck'd a hollow reed,

And I made a rural pen,
And I stain'd the water clear,
And I wrote my happy songs—
Every child may joy to hear.

The same note of joy occurs in the Laughing Song without the undertone of sadness:

LAUGHING SONG

When the green woods laugh with the voice of joy,
And the dimpling stream runs laughing by;
When the air does laugh with our merry wit,
And the green hill laughs with the noise of it.

When the meadows laugh with lively green,
And the grasshopper laughs in the merry scene,
When Mary and Susan and Emily
With their sweet round mouths sing "Ha, Ha, He!"

When the painted birds laugh in the shade,
Where our table with cherries and nuts is spread,
Come live, and be merry, and join with me,
To sing the sweet chorus of "Ha, Ha, He!"

The more tender, reverent side of Blake's nature, together with his delicacy of perception, his feeling for rhythm, are all shown in his most exquisite poem, *Night*:

NIGHT

The sun descending in the west,
The evening star doth shine;
The birds are silent in their nest,
And I must seek for mine.
The moon, like a flower,
In heaven's high bower,
With silent delight
Sits and smiles on the night.

Farewell, green fields and happy groves,
Where flocks have took delight.
Where lambs have nibbled, silent moves
The feet of angels bright;
Unseen they pour blessing,
And joy without ceasing,
On each bud and blossom
And each sleeping blossom.

They look in every thoughtless nest,
Where birds are cover'd warm;
They visit caves of every beast,
To keep them all from harm.
If they see any weeping
That should have been sleeping,
They pour sleep on their head
And sit down by their bed.

William Cowper, altho he is similar to William Blake in his delicacy and tenderness, is of a different temperament. His dream comes not from a wild originality nor an imagination as vivid and grotesque as that of a child, but rather from a fine sense of humor, a finished elegance, a great simplicity, a wonderful sincerity and a true and beautiful character. His life was filled with pathos. He was a supersensitive child deprived of sympathy when very young by the death of his mother. He was sent to a boarding-school, where he was cruelly treated by the older boys. This treatment increased his natural shyness and brought about even in his childhood the depression of spirits from which he suffered his entire life. During several periods his melancholia became insanity. His supersensitiveness and his fear of attacks of his malady caused him to lead a retired life. Many years were spent in gardening and caring for pets, and finally, still in retirement, in composing his poetry.

Cowper's affectionate, loyal nature is perhaps

best shown in his poem to Mary Unwin. Mr. and Mrs. Unwin were the clergyman and his wife with whom he made his home for many years. Mrs. Unwin cared for Cowper as a mother might have done, guarding him from ill-health, and nursing him during his dark periods. The poem was written toward the end of her life, when she herself was taken ill. There is no more tender, purer expression of sentiment in the English language. The poem is, of course, inappropriate for children. It is placed here merely to show Cowper's tenderness:

TO MARY

The twentieth year is well-nigh past,
Since first our sky was overcast;
Ah, would that this might be the last!
My Mary!

Thy spirits have a fainter flow,
I see thee daily weaker grow;
'Twas my distress that brought thee low,
My Mary!

Thy needles, once a shining store,
For my sake restless heretofore,
Now rust disused, and shine no more,
My Mary!

* * * * *

Such feebleness of limbs thou provest
That now at every step thou movest
Upheld by two, yet still thou lovest,
My Mary!

And still to love, though prest with ill,
In wintry age to feel no chill,
With me is to be lovely still,
My Mary!

But ah! by constant heed I know
How oft the sadness that I show
Transforms thy smiles to looks of woe,
My Mary!

And should my future lot be cast
With much resemblance of the past,
Thy worn-out heart will break at last,
My Mary!

The poem of Cowper which the children enjoy most is the one famous for its humor, John Gilpin. The familiarity with which it is regarded makes it unnecessary to comment upon it here.

The same sense of humor appears in another poem appropriate for children, The Retired Cat. Poor puss, over-fond of ease, finds a chest of drawers open and goes to sleep on the soft linen. The drawer is shut:

Awakened by the shock, cried Puss,
"Was ever cat attended thus!
The open drawer was left, I see,
Merely to prove a nest for me.
For soon as I was well composed,
Then came the maid, and it was closed.
How smooth these kerchiefs, and how sweet!
Oh, what a delicate retreat!
I will resign myself to rest
'Til Sol, declining in the West,
Shall call to supper, when, no doubt,
Susan will come and let me out."
The evening came, the sun descended,
And puss remained still unattended.
The night rolled tardily away,
(With her, indeed, 'twas never day),
The sprightly morn her course renewed,

The evening gray again ensued,
And puss came into mind no more
Than if entombed the day before.
With hunger pinched, and pinched for room,
She now presaged approaching doom,
Nor slept a wink, or purred,
Conscious of jeopardy incurred.
That night, by chance, the poet watching,
Heard an inexplicable scratching;
His noble heart went pit-a-pat,
And to himself he said, "What's that?"
He drew the curtain at his side,
And forth he peeped, but nothing spied;
Yet, by his ear directed, guessed
Something imprisoned in the chest,
And, doubtful what, with prudent care
Resolved it should continue there.
At length, a voice which well he knew,
A long and melancholy mew,
Saluting his poetic ears,
Consoled him, and dispelled his fears;
He left his bed, he trod the floor,
He 'gan in haste the drawers explore,
The lowest first, and without a stop
The rest in order to the top;
For 'tis a truth well known to most,
That whatsoever thing is lost,
We seek it, ere it come to light,
In every cranny but the right;
Forth skipped the cat, not now replete
As erst with airy self-conceit,
Nor in her own fond apprehension
A theme for all the world's attention,
But modest, sober, cured of all
Her notions hyperbolical,
And wishing for a place of rest—
Anything rather than a chest.
Then stepped the poet into bed,
With this reflection in his head:
Beware of too sublime a sense
Of your own worth and consequence.
The man who dreams himself so great,
And his importance of such weight,
That all around in all that's done
Must move and act for him alone,
Will learn in school of tribulation
The folly of his expectation.

Cowper lived at the time when the poetry of nature was first finding expression. He was one of the earliest poets to write directly of nature from observation and to express sincere sentiment for what he saw. The Poplar Field is a gem of this type of poetry.

THE POPLAR FIELD

The poplars are felled; farewell to the shade,
And the whispering sound of the cool colonnade;
The winds play no longer and sing in the leaves,
Nor Ouse on his bosom their image receives.

Twelve years have elapsed since I first took a view
Of my favorite field, and the bank where they grew;
And now in the grass behold they are laid,
And the tree is my seat that once lent me a shade!

The blackbird has fled to another retreat,
Where the hazels afford him a screen from the heat,
And the scene where his melody charmed me before
Resounds with his sweet-flowing ditty no more.

Another poem which the children enjoy is The Cricket. It breathes the cosiness which Cowper showed around the hearth with Mr. and Mrs. Unwin, as well as showing his regard for the cricket:

THE CRICKET

Little inmate, full of mirth,
Chirping on my kitchen hearth,
Wheresoe'er be thine abode,
Always harbinger of good,
Pay me for thy warm retreat
With a song more soft and sweet;
In return thou shalt receive
Such a strain as I can give.

Thus thy praise shall be expressed,
Inoffensive, welcome guest!
While the rat is on the scout,
And the mouse with curious snout,
With what vermin else infest
Every dish, and spoil the best;
Frisking thus before the fire,
Thou hast all thine heart's desire.

Though in voice and shape they be
Formed as if akin to thee,
Thou surpassesest, happier far,
Happiest grasshoppers that are;
Theirs is but a summer's song,
Thine endures the winter long,
Unimpaired, and shrill, and clear,
Melody throughout the year.

Some of the older children will appreciate a few stanzas from the poem on his mother's portrait. Perhaps, if we occasionally read poems of this type to the children we would add dignity and beauty to the common relationships of life:

ON THE RECEIPT OF MY MOTHER'S PICTURE
OUT OF NORFOLK;

(The gift of my cousin, Bodham)

Oh, that those lips had language! Life has passed
With me but roughly since I heard thee last.
Those lips are thine—thy own sweet smile I see,
The same that oft in childhood solaced me;
Voice only fails, else how distinct they say,
"Grieve not, my child, chase all thy fears away!"
The meek intelligence of those dear eyes
(Blessed be the art that can immortalize,
The art that baffles Time's tyrannic claim
To quench it) here shines on me still the same.
Faithful remembrancer of one so dear!
O welcome guest, though unexpected here!
Who bidst me honour with an artless song,
Affectionate, a mother lost so long,
I will obey, not willingly alone,
But gladly, as the precept were her own:
And, while that face renews my filial grief,
Fancy shall weave a charm for my relief,
Shall steep me in Elysian reverie,
A momentary dream that thou art she.
My mother! when I learnt that thou wast dead,
Say, wast thou conscious of the tears I shed?
Hovered thy spirit o'er thy sorrowing son,
Wretch even then, life's journey just begun?
Perhaps thou gavest me, though unfelt, a kiss!
Perhaps a tear, if souls can weep in bliss—
Ah, that maternal smile! It answers—Yes.

The poems of Blake are adapted to most fifth grades, altho they may be used for relaxation with even older children. The poems by Cowper may be used from the fifth thru the ninth year. In teaching the poems, the spirit of each selection must be first in mind. If a poem is merry, it must make the children merry; if it is humorous it must make them laugh; if it is tender or dreamy, it must put them into a quiet mood. This can be done only by a thoro appreciation of the poems and the authors by the teachers themselves, and by a skillful,

tactful treatment of the poems. The selections must be regarded as something to be enjoyed and not as a task to be gone thru with. Incidents and illustrations which bring out the human side of the poems must be used. The children must be led to feel the vitality in the poems.

John Stewart Kennedy's Bequests

The estate of John Stewart Kennedy, who died in New York on October 31, is valued at \$60,000,000. Mr. Kennedy left nearly \$30,000,000 to religious, charitable, and educational institutions. Among the latter are: Columbia University, \$2,250,000; Robert College, Constantinople, \$1,500,000; New York University, \$750,000; University of Glasgow, \$100,000; Tuskegee Institute, \$100,000; Yale University, \$100,000; Amherst College, \$100,000; Williams College, \$100,000; Dartmouth College, \$100,000; Bowdoin College, \$100,000; Hamilton College, \$100,000; Hampton Institute, \$100,000; Lafayette College, \$50,000; Oberlin College, \$50,000; Wellesley College, \$50,000; Barnard College, \$50,000; Teachers' College, \$50,000; Elmira College for Women, \$50,000; Northfield Seminary, \$50,000; Mt. Hermon Boys' School, \$50,000; Berea College, \$50,000; Anatolia College, Turkey, \$50,000; Lake Forest University, \$25,000; Center College, Beirut, \$25,000; Syrian Protestant College, Beirut, \$25,000; American School at Smyrna, \$20,000; Cooper Union, \$20,000; National Academy of Design, \$20,000.

Our Two Terrapin Farms

There are just two terrapin farms in the United States. One is in Mobile, Ala., and the other in Maryland. The diamond-back terrapin is in great demand, and while there are few restaurants that do not claim to supply terrapin stew, there are very few that really do so.

The Maryland terrapin farm is surrounded by a high fence and canals are cut thru it with narrow ridges of land between.

Every terrapin that is caught off the neighboring coast is taken there, and the fishermen are constantly kept at work hunting. The ends of the canals are so secured that it is impossible for them to escape, and they breed as rapidly in the farm as they do in their native haunts. Several thousand of the terrapin are constantly kept on hand, and from ten thousand to twelve thousand terrapin are sold annually at a price of from \$6 to \$10 a dozen. The markets are principally in New York and Philadelphia, from which points the entire trade of the country is supplied. At meal time the sight of terrapin scrambling up the banks to get their food is most interesting.

Snow Maps

After a good snow fall in the winter season take the "A" geography class out into the open field or vacant lot behind the schoolhouse and work out in the snow a huge map of the region which the class is studying. The outlines of the country or continent may be tramped out, snow piled up for plateaus and mountains, and rivers may be indicated by tramping the snow and coloring the track with blued water. Cities may be located by coloring the snow with reddened water and other details supplied as the fancy of teacher or class may dictate.

I have seen one or two maps worked out as above indicated, and they attracted much attention from the patrons of the school.

Wisconsin.

C. B. STANLEY.

February Celebration

By ELEANOR CURTIS EMORY, Massachusetts

THE INVITATION

The teacher and pupils of the eighth grade, Blank School, cordially invite you to be present at special exercises in Room 7, Wednesday, February 18th, at two o'clock.

PROGRAM

Music (while the company assembles)

"The Skies Resound"
"Daylight Is on the Sea"
"Ark of Freedom"

(Silver Song Series)

EXERCISE

1. Here it is February again, and we have four birthdays to celebrate. Teacher said we might make up our minds which we consider the greatest man, but we must tell why we think so.

"I think Washington was the greatest man, and I believe he will always be 'First in War, first in Peace, and first in the hearts of his countrymen.' Didn't he lead us thru the war that made us a nation? What more could a man do than establish a union of states such as our country boasts?"

2. It seems to me equally important to preserve the Union after its establishment, and that's what Lincoln did.

3. Before we get thru you will hear from some of us girls. Why is it that boys always think of wars first? Longfellow and Lowell were born in February, too, and I think to be a great poet is to be a great man.

4. It may be a great thing to be a poet and write songs for the people, but we could get along without poetry if we had to do so. Every nation has to have leaders who become its law-makers.

5. Yes, we do have to have law-makers, but don't forget the saying of one man, "Let me but write the songs of the people and I care not who make its laws." To cheer and inspire the people may help them to keep the laws.

6. Let us go back to Washington and tell some of the important things in his life. He was born on a Virginia plantation and spent a great deal of time out of doors, and was fond of sports and horsemanship, in which he excelled. His people were "well to do," as the expression is, and he had a fair education.

7. I should think a man who wrote such a "Farewell Address" to his soldiers and so many other state documents that are models of good English must have had more than a fair education. Just listen to this—[Reads an extract from the Address, beginning with "The danger of parties in the State" thru "the ruins of Public Liberty."]

8. But you know recent biographers of Washington say that Alexander Hamilton wrote all of those things for him, and that Washington was very dependent upon him for such services. My mother has been reading "The Conqueror," and the author seems to think Washington a very ordinary man.

9. I don't think it's anything against Washington if he did have a secretary. All public men employ them now, and Washington had bigger

business on hand than writing documents. As to that book you mentioned, you remember our teacher has often told us that the so-called historical novel is generally true in the setting, but not in historical fact. It isn't fair to get one's opinion from a novel. I'm going to stick to history and biography.

10. So am I. And I learn that Washington became a surveyor, and because he knew the country so well was sent on a perilous mission to warn the French off our territory on the Ohio River. This was his first public service, and he performed it so satisfactorily that from that time he became a prominent man.

11. Yes, I remember reading how he outwitted the Indians on that journey, and how many dangers he overcame, both on the journey and in protecting our forts built to keep possession of the country.

12. And we all know what good work he did in the French and Indian War. If he hadn't helped the regular British generals, the French would have won many battles and perhaps kept our land.

13. It was about this time that he married Mrs. Custis, a rich widow with two children. I wonder what the children thought of the grave, courteous man who became their step-father?

14. I don't know what they thought at first, but they certainly were well treated by him, and it is said he was very fond of them. In their home at Mt. Vernon, Nellie Custis' room was the prettiest of all the sleeping-rooms.

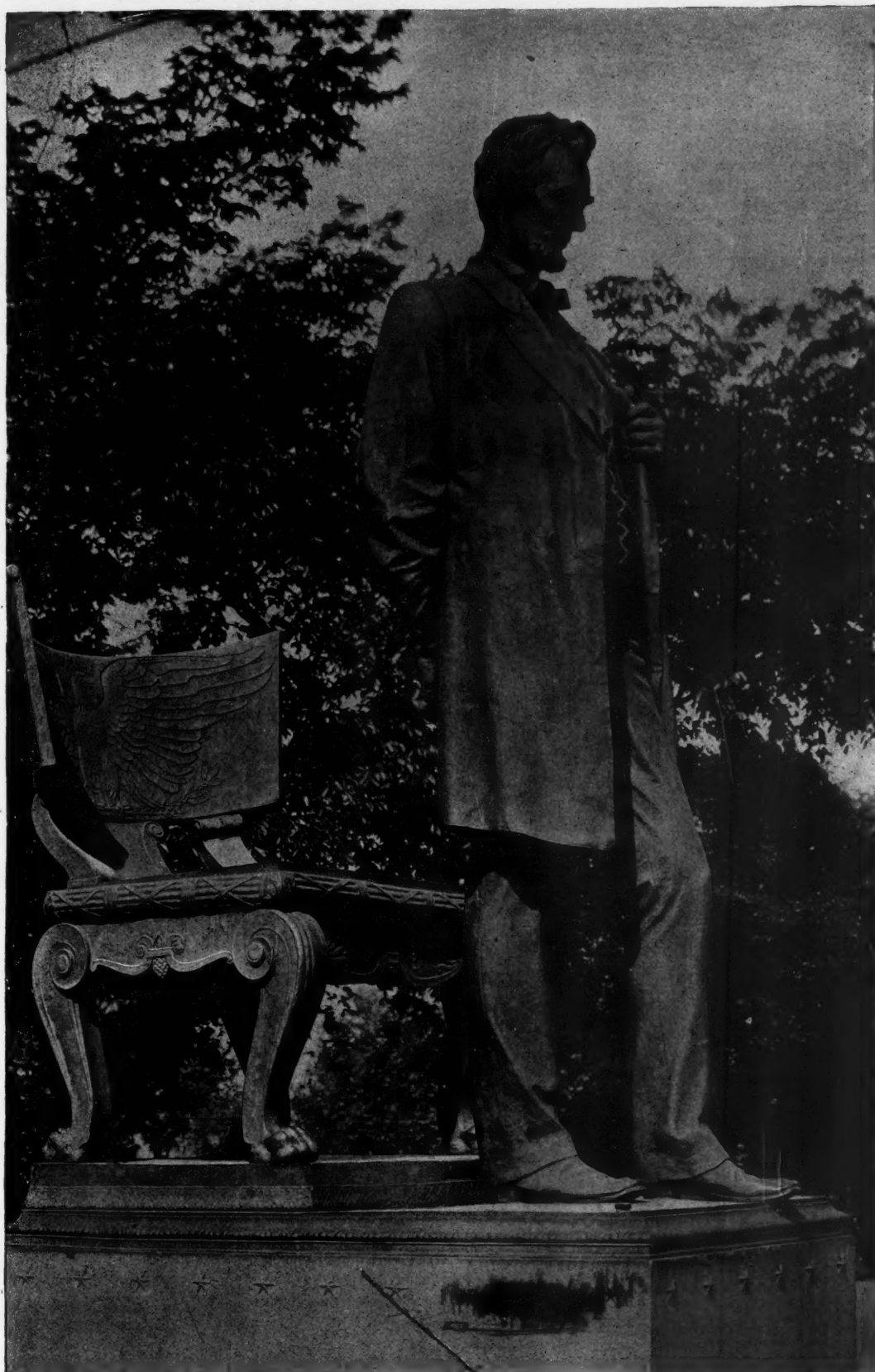
15. Yes, when I visited Mt. Vernon I was very much interested in the furniture. You know, historical societies have taken charge of the different rooms, and are restoring them as far as possible to their original appearance. Many of the furnishings are the identical pieces used by the family, and given back by those who had inherited them. I remember there were four steps up to Miss Nelly's bed, and there was the prettiest little dressing-table you ever saw. The little inlaid spinnet in the parlor was brought from England by her father's orders.

16. How he must have disliked to leave his home to become Commander-in-Chief of our army! In his home there was an abundance of all the good things of life, but as general he shared many of the discomforts, if not the privations, of his soldiers.

17. Now, I hope you aren't going to tell us about the Revolutionary War. We studied on it almost three months, and for my part I've had enough for a time.

18. Isn't that just like a girl, to wish to leave out the important part! Don't you remember when we went to Cambridge the girls weren't very much interested to see Washington's headquarters? Now I'd rather read war stories than some of these books the girls seem to like so much.

19. Let's leave out the wars, then. I'm sure no one will object to hearing about something that was the means of calling Washington to the head of the army. Since Longfellow wrote it, we ought all to know—



Augustus St. Gaudens' Statue of President Lincoln, in Lincoln Park, Chicago

PAUL REVERE'S RIDE

Recited by class in concert.

20. If we are not to tell of the battles of the Revolution, I wish some one would sing
THE SWORD OF BUNKER HILL

Sung by a quartette

21. We must not forget that Washington had much to do with the adoption of our flag and that it was first used when we conquered the British at Saratoga in the middle of the Revolution. What a fine flag it is with its thirteen stripes, each mean-

ing a colony, and its field of blue with a white star for every State! Let us salute it.

Class gives the regular salutation.

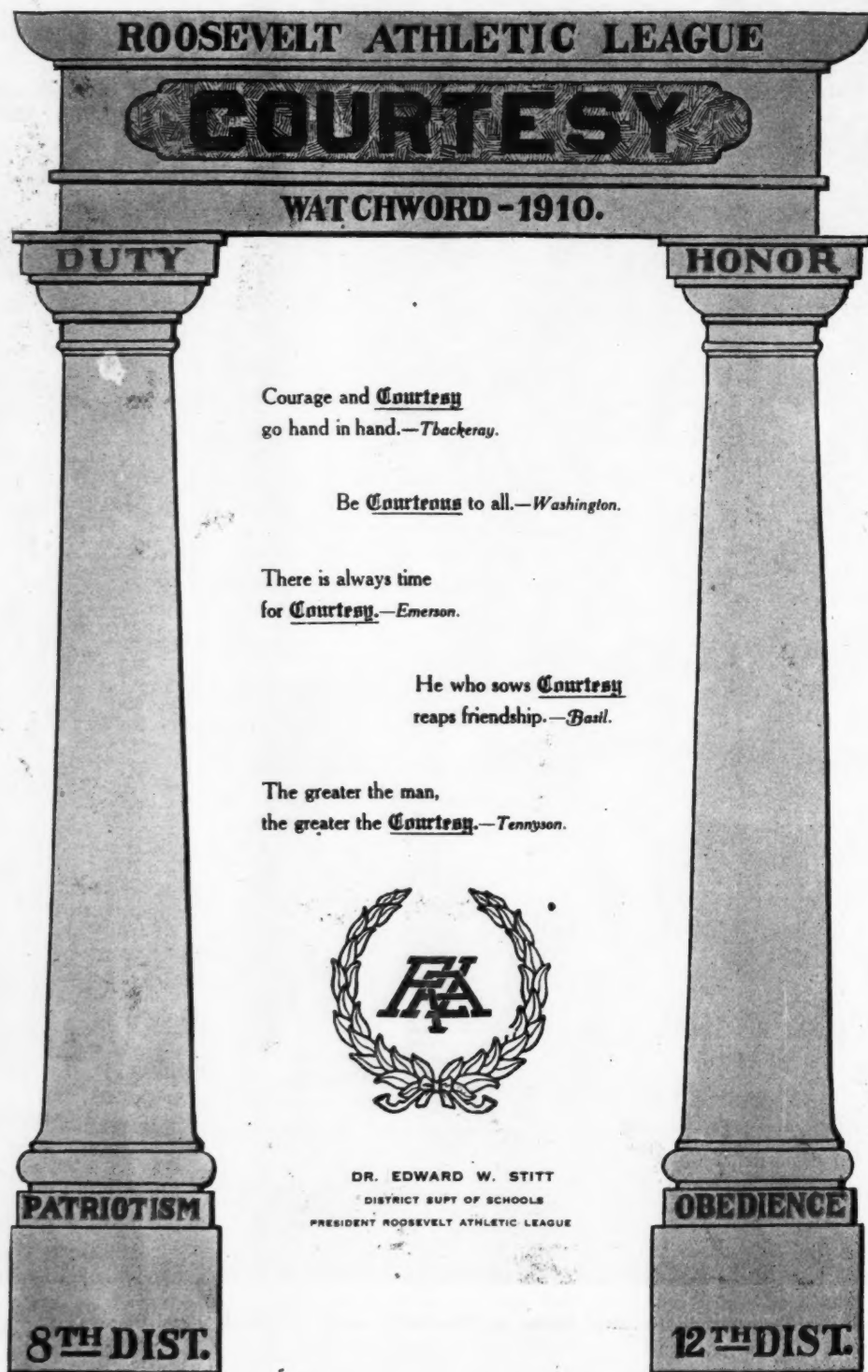
"I pledge allegiance to my flag and the Republic for which it stands. One nation indivisible, with liberty and justice for all."

MUSIC—"STAR-SPANGLED BANNER"

22. RECITATION—"THE AMERICAN FLAG"

Joseph Rodman Drake

MUSIC—"FLAG OF THE FREE"



A February Entertainment

By FERN HAGUE, New York

Abraham Third

A Play in One Act.

CHARACTERS.

1. Dave Jenkins, who knew Mr. Lincoln.
2. Old Corporal Grey, who also knew Mr. Lincoln.
3. Dan Jones, the storekeeper.
4. Mrs. Smith.
5. Abraham Conlin, known as Abe.
6. John, his friend.

Time.—The Present.

The interior of a country store. In the center of the room is a store, and chairs are placed about it. As curtain rises Abe, a lad of ten, is dusting the counter. Enter Dan Jones.

Dan.—A cold evening, boy, very cold.

Abe.—Yes, sir, Mr. Jones.

Dan.—Well, boy?

Abe.—I am sure the mill pond is frozen over. The boys are going skating to-night and—

Dan.—They want you to go?

Abe.—Yes, sir.

Dan.—Well, my boy, we will close the store early to-night and you may go skating.

Abe (Running about to straighten things).—Oh, thank you, sir.

Dan sits by the fire and reads his paper. Enter Mrs. Smith with a basket.

Mrs. Smith.—Good evening, Abe.

Abe.—Good evening, Mrs. Smith. What can I do for you?

Mrs. Smith.—I have a list of groceries here, but I left my spectacles at home.

Abe.—Shall I read it for you?

Mrs. Smith.—Yes.

Abe.—Three and a half of sugar (rushes off and gets it), six candles. Here they are. One pound of butter (hurries off to get it, and, consulting the list), one ham. That will be two dollars and fourteen cents, Mrs. Smith.

Mrs. Smith.—What is all this hurrying about, Abe?

Abe.—We are going to close the store early to-night, because I am going skating.

Mrs. Smith.—I think the ice will be very nice, because it's so cold out. Here is the money.

Abe.—Here is the change.

Exit Mrs. Smith.

Abe (to himself).—I suppose we will build a bonfire on the bank. Will, James, and Ed are coming. James said he would call for me at eight o'clock.

Enter Corporal Grey and Dave Jenkins.

Dan.—Good evening.

Dave.—Good evening.

Corporal Grey.—It's cold out to-night.

Dan.—Yes. Take chairs around the fire and warm yourselves.

Dave.—The mill pond is frozen over, Abe.

Abe.—Yes, sir. I am going skating to-night.

Dave.—Be careful, Abe. The mill pond is deeper now than it was when I was a boy. It was much smaller then, too, and in the dry season you could see nothing but mud. Why, I remember once when one of father's pigs got stuck in the mud.

Dan.—Tell us about it.

Dave.—Somebody left the gate open and the little pig ran out. I ran after it, but it went too fast and ran straight into the mill pond. I went after it, but I was too small to dare to go into the mud. So I stood on the bank crying because the pig was stuck in the mud, squealing because it couldn't get out. Just then whom do you think came by?

All.—Who?

Dave.—Abraham Lincoln.

All.—Abraham Lincoln!

Dave.—Yes. He was on horseback, but when he saw me he dismounted and said, "What's the trouble, my child?" I said, "I can't get my pig out of the mud." And what do you suppose he did?

All.—What?

Dave.—He walked straight into the mud and took out my pig.

All.—He did?

Dave.—Yes. Then he mounted his horse and rode on to the town where he was to make a speech.

Dan.—He was a very kind man.

Abe.—Even kind to pigs!

Corporal.—He was just as kind to the poor as to the rich. During the war, I was one of the soldiers stationed at the White House. One day I was standing near the front entrance and saw an old woman mount the steps. One of the soldiers stopped her and asked her what she wanted. The old woman replied that she wanted to see Mr. Lincoln, because she had heard so much about him. The soldiers told the old woman that Mr. Lincoln was too busy to see her. Just then President Lincoln opened the door and came out. He smiled and said, "What can I do for you, my good woman?"

The woman looked at Mr. Lincoln and said, "I've walked a long way to see Abraham the Second." Mr. Lincoln said, "I am Abraham, but why the Second?" The old woman said, "Abraham of the Bible is Abraham the First. He was a wonderfully great man. You are like him. You are Abraham the Second." Tears rose in Lincoln's eyes. He took off his hat to the old woman and said, "That is the greatest praise I have ever received."

Dan.—He surely was one of our greatest men.

Abe.—I wish I could be like him!

Dan.—You are a nice boy, Abe. Perhaps you will be like him, if you try hard. Come, friends, let us go home, so Abe can close the store and go skating.

Dave.—All right, come along.

Corporal.—Good-night.

Exeunt Dave and the Corporal.

Abe.—Good-night, sir.

Dan.—Just count the money, lock up, and then go skating, my boy. Good-night.

Exit Dan.

Abe (Counting the money).—Eight dollars and twenty-four cents. How is this? I sold only eight dollars and four cents worth of things. I have twenty cents too much. I wonder if I charged Mrs. Smith too much. Yes, I did. The twenty cents is hers. Now, wasn't that a careless mistake for me to make!

Enter John.

John.—Hello, Abe. I stopped at your house and got your skates.

Abe.—What do you think I've done?

John.—What?

Abe.—I've overcharged Mrs. Smith for groceries. I owe her twenty cents.

John.—Well, take it back in the morning.

Abe.—When she looks over her groceries and reckons up the cost she will find out the mistake. You see, she trusted me to calculate for her, because she had left her glasses at home.

John.—Well, tell her about the mistake in the morning.

Abe.—No, something might happen, and then she would never get the money. It was my mistake, so I must correct it to-night. Abraham the Second would.

Abe.—Abraham Lincoln.

John.—Oh, yes. You know, he did make a mistake about change once. A poor widow bought something in his store. After she had gone, he found he had charged her too much.

Abe.—What did he do?

John.—That same night he walked to the widow's house, which was three miles from the store, and returned the money.

Abe.—That settles it. I am going to take Mrs. Smith her twenty cents to-night.

John.—And miss skating? Why?

Abe.—Because it is right, and because I am going to try very hard to be Abraham the Third.

John.—Who is he?

United States Government

By ISAAC PRICE

Congress. III

COMMITTEES AND THE COURSE OF A BILL

A bill is the proposed draft of a law as submitted to and passed by the two houses of Congress, until it receives the signature of the President, when it becomes a law. The usual course of a bill is as follows: The bill is introduced by the Member, being deposited in the box provided for the reception of bills. The Clerk of the House indorses it with its title, that is, the purpose and the main features of the bill, and numbers it in the order in which it is received. When it is reached in regular order of new business it is read for the first time, and the question is then put by the Speaker as to whether it shall receive a second reading. If agreed to, the bill is assigned for second reading on a certain day.

The second reading over, the assent of the House being received, the bill is sent to a regular or a special committee for investigation. Here the matter is fully inquired into, hearings held, recommendation decided upon or amendments framed, and then reported back to the House.

For the final consideration of such bills when they come up for their third reading the House sits in what is known as "Committee of the Whole," the Speaker generally designating another member of the House to preside in his place. The bill is debated, a definite time being allowed for the discussion, dividing the time equally between both parties, and then read for the third and last time, after it has been amended, if amendments are found necessary.

Bills are usually accepted by the House as reported by the committee having it in charge. It is only with important measures, such as the Appropriation, Army, etc., bills, that are debated or amended to any extent. The question is then put by the Clerk, and on the receipt of a majority vote the bill receives the signatures of both Speaker and Clerk of the House, with the date of its passage noted, and then passed on to the upper House for consent.

In the Senate the bill follows a similar course as that taken in the House of Representatives. On adoption by the Senate, the signature of both President of the Senate and the Clerk are affixed and the bill referred to the President of the United States for his assent.

All bills must have the enacting clause: "Be it enacted by the Senate and the House of Represen-

tatives of the United States in Congress assembled, That," to make them legal and effective.

The bill has not always such smooth sailing on its passage as has just been indicated. The minority party is always on the lookout to obstruct or delay the adoption of such legislation as is against their party principles or against good government. Again there are often members of the majority party who are opposed to the passage of bills that they deem objectionable. Opposition is raised at every step in the passage. Parliamentary tricks, schemes and plans are resorted to in order to defeat the measure or delay its passage, or, as has often resulted, until the measure has been amended to satisfy the obstructionists. Roll calls, calls of "no quorum," are demanded. Such methods are called "filibustering."

In the closing hours of a short session it has often been the practice of the opposition "to talk a bill to death," as was done by former Senator Carter in the matter of appropriations in the "River and Harbor Bill." The speaker will have reports, books, etc., in no sense germane to the question at issue, read.

In the Fifty-ninth Congress, with a membership of three hundred and eighty-six, there were introduced a total of bills and resolutions numbering 27,114. It is apparent to all of us that it is an impossibility for such a large body of men, each of whom had undoubtedly introduced a large number of these bills, to devote much or any of his time to the consideration of the largest number of these bills. Theoretically every member of the House is the equal of every other member; every constituency is entitled to equal recognition with every other constituency, but practically there cannot be 391 speakers (there are 391 members in the present House), neither can there be 391 chairmen of committees, nor can equal recognition be given for debate to the 391 members. The real question, then, is to assign this large mass of legislative material to special committees to investigate and consider and then report upon them to the House.

Every bill introduced goes to appropriate committee for consideration. It may never be reported, and, of course, if never reported, can never be considered by the House. In the Fifty-ninth Congress there were 7,823 bills reported; the others remained in the pigeon-holes of the various committees. Of the bills reported, 7,423 were considered, and passed.

In the House of Representatives, the committees to consider these bills are selected by the Speaker, in consultation with the leaders of the House. The more important members of either party are appointed either as chairmen or members of the important committees, while the others are assigned to insignificant committees. It is the custom to appoint as a majority of the committees the members of the party in power.

The call for the previous question, or the introduction of a special rule of procedure by the all-powerful Rules Committee are the means of blocking the opposition.

In the Senate, what is known as "Senatorial courtesy" prevails, and debate there cannot be stopped while a Senator wishes to discuss the question. There are, of course, many objections to these filibustering tactics, but they represent valuable safeguards.

Again, one or the other House will not accept the legislation of the other House, and it fails, as a result, to pass. In the case of very important bills, a Conference Committee, consisting of the leading members in both Houses, is appointed and a solution of the question is generally very quickly arrived at. Then, too, it is within the power of the President of the United States to veto any legislation that he finds undesirable. The bill, with the veto message, is reported back to the House in which it originated, and the usual course of legislation of procedure is again gone thru, with this important exception, that in the final passage of the bill by the House it must receive a vote of at least two-thirds of the total number of members in that House. The same course is adopted in the other House. On such repassage, the bill becomes a law, without the formality of the President's signature. The most prominent instances of this nature are seen during the administration of President Johnson, when Congress passed over his veto a number of bills of importance in the reconstruction of our country.

In the Senate, the committees are appointed by a committee of the leaders of that House, the President of the Senate having nothing to do in this matter. Seniority and length of service, in addition to ability, are the distinguishing characteristics regulating the committee assignments in this House.

The following are the more important committees in the House of Representatives: The Committee on Ways and Means, having control of the raising of revenues and the bonded debt of the United States; Committee on Appropriations, the chairman of which is usually called the "watch-dog of the Treasury," and which considers all matters of appropriations for expenditures for all departments in the government; Committees on Foreign Affairs, Banking and Currency, Railroads, Territories, Military Affairs, the Navy, District of Columbia, Post-offices, and a great number of others, regular and select committees, the titles of these being generally indicative of the work assigned to them.

The committees in the Senate are similar to those in the House of Representatives. The Committee on Finance corresponds to the Ways and Means Committee; the Appropriations, Foreign Relations and the many others mentioned in the previous paragraph are the more important committees in the Senate. The Steering Committee in the Senate corresponds to the Committee on Rules in the House. The Chairmen of the Senate Finance Committee and the House Ways and Means Committee are the leaders of the majority

party on the floor, and supervise the general conduct of legislation in their respective houses.

The committee system here described possesses both advantages and disadvantages.

The following are the advantages: It prevents a waste of time, in that it kills off the worthless bills early in the session and allows consideration of only the important measures; it makes the Houses businesslike bodies, and results in accomplishing vastly more legislation than would otherwise be possible; it gives the fullest and wisest consideration to measures, inasmuch as the chairmen and principal members of the committees become specialists in their committee work; it makes it possible for the Congress to control the Executive Department because of its power of investigation of estimates, etc., at any time, and can publish facts of maladministration; it can withhold appropriations from such departments as it deems poorly administered; it makes possible the co-operation between the executive and legislative departments of our government, because Cabinet-members cannot urge their measures on the floors of the House, but they may appear before the committees and present arguments in their behalf.

The disadvantages, on the other hand, are: It lessens full debates and discussions; it makes the committee and not the House responsible; it lowers the interest of the nation in the doings of the Congress; it facilitates corruption. Whether the advantages outweigh the disadvantages is for the American citizen to decide.

History Notebooks

These notebooks may be made in the fifth grade, but they will be more complete in the sixth or seventh. To begin with, each pupil needs a stiff-covered notebook. On the cover may be pasted an American flag, eagle, or a colored picture of the President. If the first lesson in the textbook is on the Northmen or Columbus, a synopsis of his life may be written on the board, including birth, reasons for sailing, etc., to be filled out by the pupil.

The headings at the top of each page could be underlined with two red ink lines. Pictures of Columbus or his three ships, or maps showing the known world at that time, or original drawings of ships may be put in as the outline is filled out. (Pupils enjoy drawing little ink pictures of tomahawks, Indian gravestones, etc.)

Two pages may be ruled in five columns, with these words at the head of each: 1. Explorer. 2. Nationality. 3. Date. 4. Purpose. 5. Result. On the next two pages a map of the world may be traced and the route of the different explorers put on in dotted lines. This work is carried along with all the rest of the history work.

When the book is done, it is full of maps, pictures and all the work covered. It is of great value in reviewing, and after the children have written down a fact and hunted pictures for it the fact remains in their minds. Sometimes without studying, the child will be able to recite all that he has written. Most children love to make these books, and they are valuable keepsakes.

I have tried the plan in a fifth grade and seventh grade class in a district school. It is especially good when children have to do a great deal of work by themselves.

The various picture companies sell history pictures just the size for these books, at the rate of two for a cent.

New York.

B. E. HAMMOND.

The New York Transit Pipe Line

By THOMAS BEAGHEN

The New York Transit Company's pipe line is the main line of the Standard Oil Company for the transmission of oil from the wells to the tide-water. Properly to commence a sketch of the Standard Oil Company's gigantic enterprise it would be well, perhaps, to go back to the discovery of petroleum in the existing oil regions of Pennsylvania and the adjacent States.

The presence of petroleum as an oily scum on the surface of ponds and streams had long been known. Among the Indians "rock oil," as it was called, was highly appreciated as an aid for mixing their wax paints, and for anointing their bodies. In later years it was gathered in a rude way by soaking it up in blankets, and was sold at enormous prices for medicinal purposes, under the name of "Seneca Rock oil," "Genesee oil," and "Indian oil."

The date of its discovery as an important factor in the useful arts, and as a source of great national wealth, was about 1854. This date marks the beginning of the "oil fever," the outcome of which is only another proof that "necessity is the mother of invention." Ditches were dug and the oil was floated to tanks made of wood, from which it was removed and sold at the rate of \$4.00 to \$6.00 per barrel. But this method was not rapid enough for the ambitious, and the first well was driven in 1858 by Colonel Drake, of New Haven; the oil vein being tapped at sixty-nine feet below the surface.

The flow was at first very slow, but it soon increased to forty barrels daily. Then came another rush, and myriads of wells (artesian in character) dotted the valleys and hills of northwestern Pennsylvania. Oil came in such quantities that it required more than the ordinary wagon or the river boat for transportation, so resort was made to tank cars made of wood, for railroad transportation. The railroad companies vied with each other for the traffic, so that at first the freight charges were nominal and reasonable.

Production increased, and prices accordingly fell; but the railroads had to be paid for transportation, which was at the rate of \$3.50 per barrel to New York. Aside from this was the cost of barreling (25 cents), the cost of pumping the oil to the railroad, the government tax, the cost of wooden barrels and other incidentals, making a total of \$10.40 as the cost of getting a barrel of oil, which cost fifty and sixty cents at the well, to New York City.

The question of reducing these enormous charges eventually became serious, and schemes were projected for the laying of pipe lines down the Allegheny to Pittsburg. The lines at first were very unsatisfactory, but improvements were rapidly made and added, until the system became a success. Other lines were then constructed, among them the one from Olean, N. Y., to Bayonne and Brooklyn, called the New York Transit Company, which I will try to describe briefly.

This line is three hundred miles long, running continuously. It is composed of steel pipe, in some places duplicated, including short loops over the hills to reduce the pressure on the single line. The route is from Olean, along the southern boundary line of New York State following the Erie railroad to Newfoundland (near Paterson), thence to the Bayonne refineries by one branch, and the

Long Island refineries by a branch under the North and East rivers and across the upper end of New York City.

This last-named pipe is of unusual strength, and passes thru Central Park. Few of the thousands who daily frequent the park are aware of the yellow stream of crude petroleum that is constantly flowing beneath their feet.

The names of the stations are Olean, Wellsville, Cameron Mills, West Cocheton, Swartwood, Newfoundland and Saddle River, eleven in all. The average distance between stations over the right-of-way is twenty-eight and one-half miles; the altitude above sea level of the highest is Wellsville, 1,510 feet. The lowest is 35 feet. The highest mountain between stations over which the oil is forced is 2,530 feet between Wellsville and Cameron.

On this line two six-inch pipes are used the entire length, and a third between Wellsville and Cameron, where the summits are greatest. About half-way between each of the other stations there are "loops."

The line-pipe is laid between the stations in the ordinary manner, great care being taken regarding the joints. No expansion joints are used, the variation of temperature being taken care of by laying the pipe in long, horizontal curves above ground. The usual depth is from two to four feet below the surface, while in some places the pipe lies for miles above the surface of the ground.

The oil pumped is crude, just as it comes from the well, and as it contains considerable brine freezing in the pipe can hardly occur. The oil does thicken in cold weather, however, which influences the amount of delivery, line pressure, etc. Also at times during the summer months the sediment becomes encased within the pipes, and a device called a scraper is used for cleaning or scraping them out.

The scraper is about three feet long with three ball joints, each section being about one foot in length. At the front end there is a diaphragm of wings containing rollers which fit the inside diameter and are actuated by springs so that they can pass any obstruction the scraper cannot remove. At the other end is a circular web to which is fastened a leather disk the same diameter as the pipe, and against which the oil pressure acts to propel the scraper; while at the middle is a circular arrangement of steel knives springing to fit the inside surface of pipe as a flue cleaner in a boiler. These scrapers are sent thru the line every two weeks, from one station west to the next station east, by the pump pressure. Relays of men follow the scraper over the hills to the station to which it is sent thru the pipes.

It can be heard distinctly, grating and scraping its way thru, and the party taking up the pursuit must see that it continues on its course, for if it stops unnoticed, another scraper must be sent thru to find its location or to start it on. It travels as fast as a person can walk comfortably.

The company employs men whose duty it is to walk over the hills between stations (one man for two stations), and to report any leak observed showing thru ground, by climbing the nearest pole of the telegraph system extending from station to station and reporting the same to the engineer west, who shuts down the pump on that line

and sends out a corps of repair men. Line walkers are always telegraph operators.

The pumping stations are substantial structures of brick and are roofed with iron. The boiler-house is removed from the engine-house for greater safety from fire; the building, about 50 by 90 feet, contains eight tubular boilers, each 6 by 14 feet, and containing 84 three-inch tubes. The rocker bar grate is used. The boilers are fitted with steam damper, blowers, sensitively actuated pop valves, ash-can and ejector.

The pump-house is a similar brick structure about 50 by 100 feet and contains a battery of pumping engines. At each station there are two iron tanks 90 feet in diameter and 30 feet high. Into these tanks the oil is delivered from the preceding station, and from them the oil is pumped into the tanks at the station next beyond.

The pipe system is very simple at each station, so that by means of the "loops" spoken of the oil from the preceding station can be pumped directly around the station should occasion require it.

The pumps used are "Worthington compound" and "vertical" style. The general characteristics of a Worthington are independent plungers with exterior packing, "valve-pots" subdivided into separate small chambers capable of resisting very heavy strains and leather-faced metallic valves, with low lift and large surfaces. These engines run from 800 to 1,100 horsepower, according to the duty required. They are in continuous use night and day, and are required to deliver 25,000 barrels daily under a pressure equivalent to an elevation of 3,500 feet.

Uses of Seaweed

From San Francisco there is annually exported to China nearly \$100,000 worth of seaweed, while on the Atlantic coast about \$30,000 worth has been shipped from the Rimouski district of Canada to American cities. The following report from Consul Frank Deedmeyer, at Charlottetown, also indicates a development of the export trade in seaweed from Prince Edward Island:

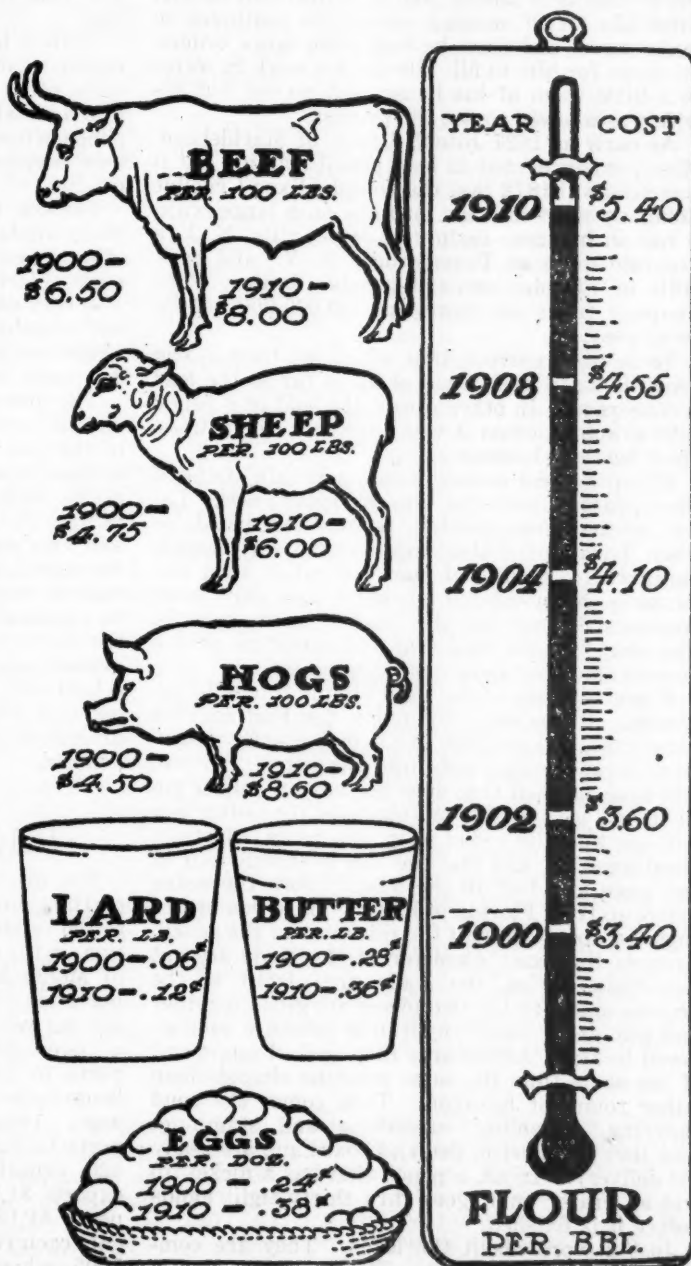
Seaweed (*Fucus visiculosus*) had been shipped during the month of October of last year from Charlottetown to Boston. As the demand for this article is getting more active large quantities are being gathered by farmers and fishermen along the shores of Prince Edward Island, dried, and prepared for shipment to the United States. When dry the weed is pressed into a bale like hay and shipped in that shape. It brings \$7 a ton f.o.b. Charlottetown, and the freight to Boston by water is \$3 per ton and by rail \$7 per ton.

Owing to the formation of the coast seaweed is present in great quantities along the shores of Prince Edward Island. The high tide leaves a long stretch of territory between high and low water mark, where it grows. Locally it has been used as bedding for cattle, its contents of soda resulting in valuable manure. As fodder it is eaten by oxen, sheep and deer in win-

ter, and when boiled with a small quantity of meal added it makes a desirable food for hogs.

From seaweed, when reduced to ashes, are gained some of the most beneficent preparations in use to-day. Some of these are iodine, bromine, hydriodic acid, iodides of sodium, mercury, potassium, magnesium, and calcium. From it are extracted coloring matters, volatile oil, and its ingredients are used in photography. It is further employed as covering for flasks in the packing of glass, china, and other brittle wares, for packing furniture, stuffing pillows and mattresses, and in upholstering. The claim is made that furniture stuffed with seaweed is kept free of moths and other insects, owing to its salty flavor.

This weed is one of the best non-conductors of heat and finds use in thermotics, especially in the insulation of refrigerators and in refrigerating plants. It is also used between walls and floors to prevent the transmission of sound.



How Prices of Foodstuffs Have Risen in the Past Two Years.

—From the New York American.

How Lead Pencils Are Made

Our genial friend, George H. Reed, has written for the SCHOOL JOURNAL an excellent description of the making of lead pencils, which the readers of the SCHOOL JOURNAL will be glad to have. Here is material for a useful object-lesson that will interest the children in all the grades:

Lead pencils are in almost universal use, the schools having entirely crowded out the slate pencil. Yet it is not a long time since a lead pencil was quite a rare thing. It was a distinction for a boy to have one, or rather the remains of one that had been whittled away. For a man to have more than one at the same time was almost an extravagance. To lose one's pencil was a real loss.

The first lead pencil maker in the United States, as far as we know, was William Monroe, of Concord, Mass. He was a cabinet-maker by trade, but his business in that line being slack because of the war with England, he tried his hand at making pencils. On July 2, 1812, he took a sample of thirty pencils to Boston, and in a little time he sold them all. With varying success he continued to make more, and soon he had quite large orders, too large for him to fill. He did his work in secret in a little room of his house, and no one but his wife was allowed to see the process.

As early as 1827 Joseph Dixon, of Marblehead, Mass., experimented in lead pencil making, but it was not until 1872 that the Joseph Dixon Crucible Company went into the business on a large scale. It has an immense factory at Jersey City, N. J., a graphite mine at Ticonderoga, N. Y., and saw-mills in Florida, preparing cedar lumber. The company turns out more than 30,000,000 pencils every year.

To be quite correct, that which we term a lead pencil is not a lead pencil at all so far as the lead is concerned. In other words, the lead of a pencil is of graphite, or as it was known in olden times, black lead or plumbago.

When the first pencils were made thin strips of sheet graphite were put into the cedar cases. Later, as the sheet graphite became exhausted, or when it was found that improvement was needed, the inventive faculty of man was called upon and mixtures of powdered graphite and clay were made and formed into the "leads" for the pencils. The shape of the lead was not round as at the present time, but square or rectangular.

A pencil is one of the most simple things in existence. It has only two parts, the lead and the cedar case, and yet how few people exactly understand how the lead gets into the pencil. If you will take a pencil that does not have a rubber tip on it and look at the end opposite the point, you will see that the cedar is in two parts, carefully glued together, and that the lead is exactly half in one piece and half in the other. Now the cedar comes up from Florida in little strips, seven inches long and about one-half the thickness of the pencil. Grooves the exact diameter of the leads are cut into these strips, the leads are placed in the grooves and then the two pieces are glued together and put under heavy hydraulic pressure and allowed to dry. Afterwards they are cut apart and at the same time the same machine shapes them either round or hexagon. Then comes the sand papering, polishing, varnishing and stamping, then they are labeled, tied and boxed and are ready for delivery. In all, a pencil that has a nickel tip and an eraser on it goes thru thirty-eight hands before it is finished.

Just a word about the leads. They are composed of clay and graphite. The clay comes mostly from Austria and Bavaria. The only graphite

mine in the country of any size is the one owned by the Joseph Dixon Crucible Company at Ticonderoga, N. Y. Other pencil makers get their graphite from Ceylon and some comes from Mexico. The mixing of the clay with the graphite in mathematical proportions, based on years of experience is what makes the lead hard or soft, the more clay the harder the pencil and the more graphite the softer the pencil. Both the graphite and the clay are ground on the mills for weeks to render them absolutely smooth and free from grit, and then the mixture is strained thru silk sieves which renders it absolutely pure. The mixture of clay and graphite is then passed thru heavy rollers, and finally squeezed thru a press with a die in the bottom the exact size of the lead. At this stage it is comparatively soft and pliable, and is straightened out and cut into proper lengths. The leads are packed into crucibles and burned for several hours in order to extract the last degree of moisture and to render them strong and durable. The lead is then ready to be put into the cedar case.

A twin brother to the pencil is the rubber, or eraser. Sometimes this is a separate article, but quite often it is a little plug of rubber fastened into a metal tip. The metal tip is often put on the pencil without the rubber, and it is said that this was adopted to keep people from chewing their pencils.

Besides the common "lead pencils" there are many kinds of colored pencils, blue, green, red and other colors. Colored leads are made of clay with some coloring matter added. For a long time it was very difficult to make colored leads that would not crumble and break, but now this trouble is almost entirely removed by compressing them under heavy hydraulic pressure.

The human hand is a very sensitive instrument, and all advanced educators agree that the quality of the pen or pencil used by the pupil reacts inevitably and vitally upon its handwriting, as well as its skill in drawing. In the very nature of things, the finer the pencil the better the writing, and vice versa. And, inasmuch as the pupil uses the pencil oftener, and longer at a time, than a pen, at least as much care and judgment should be exercised in the selection of the former as of the latter. The practice of placing cheap, ungraded pencils in the untrained, sensitive hands of school children not merely produces poor writers, but also destroys the true educational value of the art of writing, and it cannot be too strongly condemned.

Italy's Trade with Uruguay

The great increase to be noted in the commerce of Italy with River Plate countries is due largely to the establishment of rapid steamer communication, in the opinion of U. S. Minister E. C. O'Brien, of Montevideo. While statistics of the total importations into Uruguay from Italy during 1908 are not yet available, he states they are estimated at over \$3,000,000. The shipments to Italian ports in 1908 were valued at \$1,310,813. The trade between Uruguay and Italy in earlier years was: 1904, imports from Italy \$1,798,832, exports to Italy \$1,075,843; 1905, imports \$2,610,420, exports \$924,045; 1906, imports \$2,785,219, exports \$1,009,097; 1907, imports \$2,898,391, exports \$1,155,704. These figures show a steady gain each year, with the exception of the exports of 1905, when there was a decrease of \$151,798 in comparison with the preceding year.

Present Day History and Geography

Notes of the News of the World

The treaty of arbitration between Great Britain and Portugal, first concluded in 1904, has been renewed for another five years.

The Canadian Bureau of Census estimates the population of Canada at the close of the year 1909 to be 7,350,000.

Adelina Patti has earned four million dollars with her voice. This is probably a larger sum of money than any other woman has ever gained by her own efforts alone.

On the last day of the old year Mayor McClellan of New York formally opened to the public the fourth bridge to span the East River between Manhattan and Brooklyn, known as the Manhattan Bridge.

Mrs. Ella Flagg Young, superintendent of the Chicago public schools, was elected, by the Illinois Teachers' Association in session at Springfield, as the president of the association. It is the first time that a woman has been elected to this position in Illinois.

Yonkers, N. Y., is to have women on the police force. They will not wear uniforms and their work will consist in canvassing the poor sections for cases of sickness and inspecting the premises to see if they are in a sanitary condition.

Rev. James Farrar, pastor of the First Reformed Church of Brooklyn, N. Y., abolished the use of the church bell to summon people to church and has replaced it with a powerful electric searchlight installed in the steeple of the church.

Seaweed is being used very extensively, as it has been found that the plant's non-conducting properties make it valuable in the building of refrigerators and refrigerating plants. It is also being used between walls and floors to prevent the transmission of sound.

Two officers of the Russian army have bought dirigible balloons, for the purpose of reaching the South Pole. They will leave their ship at the edge of the ice sheet and embark in the balloons, keeping in communication with the ship by means of wireless telegraphy.

It is expected that between 30,000 and 40,000 Americans will visit the Passion Play at Oberammergau next summer. Many thousand extra beds are being prepared for visitors, and the number of each bed will correspond with the number on the seats for the performance. Prices range from \$4.50 to \$6 a day for bed, board, and performance.

A British expedition in command of Captain Robert F. Scott will start for the South Pole next July. The money for expenses, estimated at \$200,000, will be paid half by the Government and the rest by public subscription. Captain Scott, in command of *The Discoverer*, visited the Antarctic in 1901 and remained during the winter near Mounts Erebus and Terror.

Work upon a dam across the Mississippi from Keokuk to Hamilton for power purposes is announced to begin at once. The War Department will supervise the work, which is financed by New York and Boston capitalists. The estimated cost is \$15,000,000. It is expected that 200,000 horsepower will be developed at the plant, to be located on the Iowa side. The dam will be the second largest in the world.

At the end of a long cabinet meeting on January 7, President Taft summarily dismissed Chief Forester Pinchot from the service, saying that his letter to Senator Dolliver, which was read in the Senate, "was an improper appeal to Congress and the public to excuse in advance the guilt of your subordinates before I could act." He added that Pinchot by his own conduct had destroyed his usefulness.

It is estimated that at least \$60,000,000 went out of the United States during the holidays as Christmas presents sent by immigrants to their friends at home. The New York post-office reports that it sent out in money orders more than \$7,500,000. One of the large ships in New York harbor sailed a day ahead of time in order to be able to deliver its load of Christmas gifts in London and Paris by Christmas day.

Thirty-seven applications to organize national banks were approved during December and twenty-seven were authorized to begin business. This makes the total number of national banks in operation 7,054. Comptroller of Currency Murray reports that banks had on deposit during the year \$5,000,000,000, or an increase of \$289,000,000. Their capital stock was increased from \$930,000,000 to \$964,000,000.

Mrs. E. H. Harriman, widow of the great railroad manager who recently died, has made a gift to the State of New York. The gift comprises 10,000 acres of land and a million dollars in cash to be used in developing it. The State is asked to appropriate a further sum of two and a half million dollars for the same purpose. The land extends along the shore of the Hudson River, on the New York side, opposite the Palisades.

That there will be no schools in Chicago fifty years from now, is the prophecy of Dwight H. Perkins, architect of the Chicago school board. Mr. Perkins thinks that the future school buildings will be planted forty miles out in the country, where the children may have all the advantages to be gained from fresh air and land relationship. They will be whisked from their homes thither and back in pneumatic tubes in a few minutes' time.

Gifts for charities, libraries, educational institutions and other public uses amounted to more than \$141,000,000 in the United States during the year 1909, says *The Youth's Companion*. This is \$50,000,000 more than the gifts made in 1908, and considerably in excess of the largest amount previously recorded. More than one-third of the money given in 1909 was for educational uses.

It is reported that the school children of Tokyo have adopted a resolution in which they declare that they will never raise a sword against the United States, and that they will emulate the example of the boys and girls in the public schools of America. This information has been given by Masuji Miyakawa, who came to this country to lecture in our large cities, to dispel all thought of war between Japan and this country.

The attention of the Department of Justice has been called to an alleged violation of the anti-trust law by an organization known as a clearing-house of some twenty large periodicals, with headquarters at New York. The complainant is Librarian Brett, of the Cleveland Public Library. When he tried to get a discount on \$4,500 worth of magazine subscriptions from the Franklin Square agency of New York he received a curt refusal, and the statement that the agency as a clearing-house now controlled the prices of all magazines listed.

King Albert I, on December 23, formally ascended the Belgian throne, which was left vacant by the death of his uncle, Leopold II. The king, in his address to parliament, showed himself a man of liberal ideas and good sense. He proposed, he said, to consecrate his life to the true interests of the fatherland; he would support law and order, but would devote himself to measures of reform for the betterment of the masses. He meant to find some wise and just solution of the Congo problem, so that Belgium would be justified in the eyes of the world for her control in the Congo region.

In a hard-fought battle at Rama, lasting thru two days, December 20 and 21, says *The Youth's Companion*, the Nicaraguan revolutionists defeated the government forces, killing and wounding about 300 and taking 1,900 prisoners. The wounded and prisoners were taken to Bluefields, where, under orders from Secretary Knox, supplies were landed from American ships, and funds of the American Red Cross Society were used in ministering to the needy on both sides. Two days after the battle ex-President Zelaya, with an armed escort, left Managua for Corinto and thence went to Mexico on the Mexican gunboat *General Guerrero*.

The birthday of Luther Burbank, March 7th, has been designated by a California statute as Bird and Arbor Day. Schools are to observe this date by exercises suitable to the occasion.

The birthday of Luther Burbank, of children of school age in the United States increased from 12,055,443 to 24,262,930; the number of pupils enrolled, from 6,871,522 to 16,890,818; the daily attendance from 4,077,347 to 11,925,672. The percentage of the population of school age enrolled in the schools increased from 59.3 per cent. to 76.6 per cent.

Cool Air for Schools

The director of physical training in the New York public schools has sent out a notice to the teachers ordering them to keep the temperature in the schoolrooms lower. It has been the custom to have the temperature at 70 degrees, but henceforth it will be kept down to 68 degrees.

The English schools keep the temperature down to 60 degrees. The physical director says that the reason for the change is that the pupils will do better work in the lower temperature. The cooler the air in the room, the purer it will be, and the heads of the pupils will be clearer.

The Mosquito

Dr. L. O. Howard calls attention to the great money losses caused by mosquitoes. The value of real estate in regions where they are numerous is much reduced. The development of New Jersey, says Doctor Howard, has been held back by the mosquito plague. In several states lands fitted for grazing and dairying cannot be used for such purposes, because of the attacks of mosquitoes on the cattle. In the vicinity of New York and Philadelphia large areas of land are rendered almost uninhabitable by the insects. Doctor Howard estimates the cost of house screens in the United States at \$10,000,000.



Map Showing the Possibilities of the Highland Park Reservation
Most of It Given by Mrs. Harriman

—Courtesy of New York Sun.

Review of the Year 1909

The year 1909 will undoubtedly be remembered in history for two things: The aeroplane and the discovery of the North Pole. Of course, the aeroplane had made great progress in the preceding year, but it has been the annual period just closed that has brought the invention to a point where its adoption into the transportation system of the human race is no longer in doubt. There were many so-called meets, at which various demonstrations were thus far reached. Wilbur Wright, at the centenary celebrations, startled all New York City by his flight from Governor's Island up the Hudson River to Grant's Tomb, and back again. Under the direction of the Frenchman, Louis Bleriot, the monoplane form of aeroplane crossed the British Channel from France on July 24. Six days later Orville Wright made a five-mile flight across country, at the rate of forty-two miles an hour. The German, Count Zeppelin, made successful flights with his dirigible balloon from the extreme south of Germany to Berlin, and more or less irregular passenger service has been inaugurated along the Rhine provinces by enthusiastic supporters of Zeppelin.

But the excitement caused by the Wrights, the Bleriot, the Zeppelins, the Lathams paled into insignificance when, on September 1, came the startling announcement that Dr. Frederick A. Cook, of Brooklyn, had discovered the North Pole on April 28, 1908, and five days later Lieut.-Commander Robert E. Peary returned to the Labradorian outposts of civilization with the news that he had located the Pole on April 6, 1909, adding that to him accrued the honor of being the first man ever to stand at the tip of the world, since he could prove that Dr. Cook was fabricating, which statement is supported by the Copenhagen University committee to which Dr. Cook's data were submitted.

Interest in exploration activities had been centered in the Antarctic achievements of Lieutenant E. H. Shackleton, of the British Navy. On March 12 came the startling announcement that he had succeeded in penetrating to within 112 miles of the South Pole—farthest south.

The biggest strike of the year, as far as this country was concerned, began on December 1, when 20,000 railroad switchmen in the Northwest went on strike, completely tying up the movement of freight in that section and causing numerous industries, such as the Minneapolis and St. Paul flour mills, to shut down for lack of raw products. The strike was inaugurated in an attempt to receive higher pay.

In Turkey the fate of an empire was apparently decided forever by one of the most remarkable revolutions known to modern history. The year before the party of progress in Turkey, known as the Young Turks, had wrested a constitution from the Sultan Abdul Hamid. It became evident to the Young Turks that he was plotting for the overthrow of the constitution and a return of absolutism, and on April 13 they marched against Constantinople. On the 25th the Sultan's palace guard surrendered. Promptly the following day Abdul Hamid was deposed. Within an hour the Parliament met and chose Mohammed Reshad Effendi, brother of the old Sultan, to be Sultan, and on May 10, as Mehamed V, he was formally girded with Mohammed's sword.

Shortly prior to the Turkish revolt, Austria-Hungary had disturbed the whole peace of the

Balkans by suddenly disregarding the Treaty of Berlin and seizing the provinces of Bosnia and Herzegovina. Against this Turkey protested and eventually had to be silenced by a money indemnity. Also Serbia protested, and that much more vehemently than did Turkey. At one time there was every evidence that the situation would develop into a war between Serbia and Austria-Hungary.

The great war scare of the year, however, centered around Germany and England, the apparent growing strain of relations between these two countries causing the entire civilized world to discuss almost daily thruout the year the possibilities of a war in which they would be the combatants. It may be that the German taxation controversy and the apprehensions and forecasts of European war will prove to have had fourth rank with the aviation and the North Pole discovery and the downfall of Turkish absolutism as events of the year 1909.

The year was marked in almost all nations, and for the matter of that in almost all States and cities, by a re-examination of financial budgets and resources. England, above all others, entered into this problem with a vital appreciation of its consequences. Confronted by an impending deficit of over \$78,000,000, the ministry proposed a great increase in the inheritance, income and real estate taxes, together with stamp taxes on real estate and stock exchange deals. At once there broke forth a storm of opposition. In November, after prolonged discussion, the budget passed the House of Commons by a large majority, and went to the Lords, who, after prolonged debate, which attracted attention all over the world, rejected the budget on November 30 by a vote of 350 to 75. The Lords realize that theirs is a campaign of democracy against class—a question of whether the people or the aristocracy shall rule.

President Taft called Congress in extra session on March 15 for the purpose of revising the tariff, with the twofold object of living up to the Republican platform promises to revise the tariff and satisfying the need of an actually increasing revenue, the Government's deficit being estimated all the way from \$60,000,000 to \$100,000,000. On April 9 the first draft of the bill, known as the Payne bill, was passed in the House. On July 8 the Senate passed the bill with amendments, most of which raised the House duties, either by restoring the old tariff rates or increasing the latter. Two features of the new bill have been dwelt upon as being new and of great importance. One is the provision for a tax upon corporations, and the other was the authorization for the appointment of a tariff commission, which should assist the President in determining how to enforce the maximum and minimum features of the bill, and to collect and prepare data for use in future tariff legislation.

During the year the States of Michigan and Georgia ran so short of cash as to be unable for a time to meet current bills as they came due. Several other States barely escaped a similar predicament. In New York City, an extraordinary confusion arose over the state of the city's accounts, over the question of whether the debt limit should be raised, and finally over the political question of whether there should be a vital change in the city administration. In Chicago there was an attempt to reorganize finances.

Two efforts were made to rectify financial conditions in the various States. Indeed, the year's thoughts among the American people, outside of such as were devoted to tariff, appeared to concentrate on city government. Government by commission was adopted in Arkansas City, San Diego, Wichita and other cities, and in Minnesota and Wisconsin legislative authorization was issued to cities of certain class to alter their administration to conform to this new plan.

Much attention was given to the subject of immigration—exclusion and deportation of immoral persons being one of the provisions of the American immigration act. On March 1 a Federal investigation committee reported that the immigration laws were much in need of amendment, especially with regard to the criminal classes. On March 12 emphasis seemed to be given to this contention by the dramatic killing in Palermo, Italy, of a lieutenant of police of New York, Joseph Petrosini. Something of emphasis was imparted to the foreign-American problem by the developments among the steel industries in Pennsylvania, where a bitter and sullen strike among the steel car workers at McKees Rocks involved an almost equally bitter and sullen conflict between races. Eventually the strike settled itself by popular pressure, the company giving in to the men.

In the main the labor situation for the year was quiet. Interest centered in the so-called Buck Stove and Range case, wherein the leaders of the American Federation, Messrs. Samuel Gompers, John Mitchell and Secretary Morrison, were held guilty of contempt of court for continuing to publish a boycott of the Buck Stove and Range Company, of St. Louis, in the *Federationist*. On March 11 the District of Columbia Court of Appeals sustained the lower court in its decision that Gompers and his associates were guilty, and the Federal court for the District of Columbia sustained the decision. Mr. Gompers contended that obedience to the mandate of the court in the first instance was an abridgment of personal liberty to which the labor organizations could not submit, and they insisted that, tho they might be imprisoned, they would continue to fight for the principle involved.

Woman suffrage made notable progress during the year. In the Eastern States a number of wealthy women took active hold of the propaganda, including Mrs. O. H. P. Belmont, Mrs. Clarence H. Mackay and many others. Organizations were formed and membership was held in them not only by prominent women, but also by prominent men.

Another movement which attracted well-nigh universal interest in this country was that in behalf of reclamation and the conservation of our natural resources, with especial attention to those resources still in the hands of the Federal Government.

At the National Irrigation Congress, which assembled in Spokane on August 11, there arose the now celebrated controversy between Chief Forester Gifford Pinchot and Secretary of the Interior Ballinger over the protection of water-power sites. The controversy was still unsettled at the close of the year.

A natural corollary of the conservation movement was the movement for deep waterways. This movement was extremely strong thruout the year, especially in the Middle West, where the Lakes-to-Gulf navigation plans were given a big impetus by a convention at New Orleans early in November.

The President's Western trip was fruitful of a number of legislative proposals. The President

started across the country on September 15 from Boston, passing thru many cities en route, reaching as far west and north as Seattle and returning via San Francisco, Los Angeles, El Paso, and the Southern States.

In his message sent to Congress on December 7, the President recommended the establishment of a postal savings bank, a higher rate of postage for magazines, simpler methods for the Federal courts to avoid the law's delays, publicity in Federal elections and a strong Federal health bureau. He promised special messages on conservation and the other subjects discussed on his Western trip; urged economy in administration; asked that no Congressional inquiry be made into the sugar scandal; seeks reorganization in the State Department, putting the service on a merit basis, and declares that the Administration will encourage and protect American enterprise in foreign countries. He wants pensions granted to aged civil employees of the Federal Government and declares that the work of the recently appointed tariff board will be of great assistance in future revision of the rates of duty.

En route from Los Angeles eastward, President Taft crossed the Mexican border and met President Diaz, of the latter country.

In the latter part of the year, the subject of the relationship of the United States to the Latin republic was given an additional interest by the breaking out of a revolution in Nicaragua against President Zelaya. Warships were dispatched to Nicaraguan ports and a force of several hundred marines sent to Panama to be close at hand in case of need. Still later, on December 1, Secretary of State Knox, in a remarkable document, in which he warmly accused Zelaya of frequent treaty violations and other international breaches of the peace, declared that this Government would hold him personally responsible for the execution of Americans.

In January Cuba again took her place among the nations, the United States troops withdrawing following the election and inauguration of Jose Miguel Gomez as President.

Undoubtedly the matters of largest moment engrossing the State Department had to do with the Far East. One was the question of American participation in the Chinese railroad loan. This matter first came to the front in the early part of the year, when it was announced that the bankers of England, France and Germany were about to participate jointly in lending a large amount of money for the completion of the Hankow-Sze-Chuen road. American bankers at once demanded participation and secured the support of the Federal Government in their demand. Eventually the amount of the loan was increased to make American participation practicable; but when the entire matter was believed to have been settled amicably it was rumored that the Chinese Government had decided not to make the loan at all.

The controversies between Japan and China had taken a turn that appeared important to all other nations. Some of the Chinese protested that the agreement was coerced from China and gave the advantage entirely to Japan, in fact, constituted an aggression upon Chinese territory. Just at this moment there appeared in one of the American newspapers a Washington correspondence setting forth the fact that the Japan-Chinese agreement was about to be investigated by the United States. The correspondence was alleged to have emanated from an interview with the newly appointed United States Minister to China,

Charles R. Crane. Secretary Knox accordingly recalled Mr. Crane.

The second week of December it was stated that the Chinese mission would doubtless be offered to and accepted by William J. Calhoun, lawyer and diplomat, of Chicago. This was done.

Another Presidential appointment was that of United States Circuit Judge Horace H. Lurton, of Tennessee, to the United States Supreme Bench to fill the vacancy caused by the death of Associate Justice Rufus W. Peckham.

While the United States had little diplomatic activity in Europe, other nations passed thru a peculiarly trying period, Holland being one of the few European nations that escaped a large amount of trouble. There the year was one of great rejoicing over the birth of an heir to the throne, little Princess Juliana Louisa Emma Maria Wilhelmina, Princess of Orange, arriving on April 30. With this babe among them the Dutch no longer fear for the independence of their nation, following the end of the life of their Queen, who, had she died childless, would have been the last of her royal line.

Spain's energies were largely taken up with the fight with the Riffs in Morocco. This conflict was still in progress as the year drew to a close. It had proved costly to Spain, not only in the expense of war, but also in the serious social disorders at home. The situation culminated in the arrest and execution, as an anarchist, of Francis Ferrer, a professor in the schools of Barcelona, who was accused of treason. The Socialists of all European countries took up the Ferrer matter and made it their cause.

There was nothing in the religious atmosphere of the United States during the year that savored in the least of religious-political controversy. There was a continuance of the anti-liquor movement, which had begun even before 1908. This resulted in the enactment of extremely stringent prohibitive statutes in Alabama, Kansas and other States, Kansas forbidding the sale of liquor even in drugstores and rendering it practically impossible for one to have liquor in his own home.

So far as there was any conspicuous probing on the part of the public during the year, it centered in exposures of the so-called Sugar Trust. The latter was caught perpetrating certain frauds in the weighing of its sugar importations at the Government dock in Williamsburg, N. Y. In November Richard Parr, an agent of the Treasury Department, gave out a statement alleging that the frauds in weighing, in making untrue appraisals, etc., would aggregate nearly \$30,000,000 and would cover a period of twenty years past. The enormous amount of the so-called fraud created a sensation, started a general investigation, and led to what promises to be a complete overhauling of the customs service, eighty-three New York Custom-house employees having been dismissed up to December 1. Mr. Parr intimated collusion within the Treasury Department at Washington and alleged that his investigations had been impeded even by a former Assistant Secretary of the Treasury, James B. Reynolds, who entered a vigorous denial. An important factor in the Sugar Trust expose was William Loeb, Jr., the secretary to the President under Mr. Roosevelt, who was transferred by Mr. Taft to the collectorship of port at New York.

Mr. Taft was inaugurated as President and the Cabinet was entirely reorganized, leaving only Secretaries Wilson and Meyer in office. Philander C. Knox became Secretary of State; Franklin MacVeagh, a Chicago merchant, Secretary of the

Treasury; Jacob M. Dickinson, a Democrat and a lawyer of Tennessee and Chicago, Secretary of War; George W. Wickersham, of New York, Attorney-General; Frank H. Hitchcock, the chairman of the Republican National Committee, Postmaster-General; George Von L. Meyer, Postmaster-General under Roosevelt, Secretary of the Navy; Richard A. Ballinger, who had been head of the Land Office under Roosevelt, but who had resigned, Secretary of the Interior; Charles Nagel, of St. Louis, Secretary of Commerce and Labor; James Wilson being retained as Secretary of Agriculture.

The most important legal decision of the year was that of the Federal Circuit Court of Appeals, sitting in St. Louis, which, on November 20, handed down a decision in favor of the Government in its suit to dissolve the Standard Oil Company. This decision "not only returns the control of the Standard's numerous subsidiary companies to their separate stockholders, but enjoins the Standard Oil Company or its agents from voting any stock it holds in the subsidiary companies." The Standard Oil Company has taken an appeal to the United States Supreme Court, which earlier in the year virtually affirmed the decision of Judge Grosscup and associates in the Federal court in Chicago, nullifying the famous Standard Oil fine of \$29,240,000.

The Standard Oil dissolution decision is seen to be far-reaching. Provided it is upheld by the Supreme Court, and under the Sherman act sustained, the Government will be in a position to prosecute and break down any combination of any sort whatever aimed to restrain trade or destroy competition.

A notable financial deal of the year was the purchase of control of the Equitable Life Assurance Society by J. P. Morgan. The Equitable's assets are \$470,000,000, and with the stock control goes control of several large trust companies.

In October the Supreme Court lost one of its members, Associate Justice Rufus W. Peckham, who died after fourteen years of service and at the age of seventy. Two other most notable deaths were those of H. H. Rogers, on May 19, and E. H. Harriman, on September 9. Mr. Rogers' fortune was estimated at \$40,000,000, Mr. Harriman's at \$80,000,000, his widow being left in sole control of all of it in one of the briefest wills that ever disposed of millions. A death which resulted in great direct benefactions for the public was that of John Stewart Kennedy, of New York, known as "cash-on-hand" Kennedy. In his will Mr. Kennedy bequeathed half of his fortune, or about \$30,000,000, to various religious and charitable purposes.

Outside of the financial world, the noted deaths of the year included George Meredith and Algeron Charles Swinburne, Richard Watson Gilder, P. F. Collier the publisher, F. Marion Crawford, Charles Warren Stoddard, Sarah Orne Jewett, Rosa Nouchette Carey, Cesare Lombroso, Edward Everett Hale, Rev. Dr. W. R. Huntington, rector of Grace Church, New York City; Rev. Dr. Theodore L. Cuyler, for many years a leader in the Presbyterian Church; Miss Martha Finley, author of the "Elsie" books.

The year 1909 was a twelvemonth of celebrations. On June 1 there opened at Seattle the Alaska-Yukon-Pacific Exposition, celebrating the purchase of Alaska and the development of our Northwest. In New York City and along the Hudson River valley, as far north as Troy, was observed the tercentenary of the discovery of the river by Hudson and the centenary of the launch-

ing of Fulton's steamboat, the *Clermont*. On July 5 the tercentenary of the discovery of Lake Champlain was observed by a general fête participated in by the States of New York and Vermont, representatives of France and England and President Taft. On October 19 San Francisco celebrated the discovery of its bay by Portola and the city's recovery from the effects of the earthquake and fire of 1906.

Selma Lagerlöf

The Nobel prize for literary achievement for the present year has been awarded to Miss Selma Lagerlöf. The *Outlook* says that the Swedish people have the greatest affection for her, regarding her as their prose-poet. Her popularity is great thruout Scandinavia. Her work expresses in a rare degree the spirit and genius of Sweden, and has exerted a positive influence upon the national character.

The prize was awarded, not to any single book, but in recognition of her substantial work as a writer. A Swedish critic, in reviewing her "Christ Legends," says: "She came to us in an age of psychological prying, and discovered the child in us." At a time when the literature of the Continent partakes so largely of the introspective and morbid, Miss Lagerlöf has been an apostle of optimism, discerning in the characters in her stories the spark of divinity which redeems even crudity and sordid surroundings.

In "Gösta Berling's Saga" Miss Lagerlöf made her native province, Vermland, classical; and in her "Jerusalem" she revealed to the people of Delecarlia the inner spirit of their own province. "The Wonderful Adventures of Nils" is a book which has endeared her to all Swedish children, to whom she is a kind of fairy godmother, lightening their school hours and their tasks with her delightful insight and humor.

She is described as a modest and rather shy woman, of very attractive personality, living with her mother in a pretty, old-fashioned cottage in the suburbs of the city of Falun, surrounded by a flower garden and an orchard. She has also an estate in Vermland, her native province, where most of her writing is done. She is an ardent lover of nature, with a passion for flowers and the ability to diffuse their perfume thru her books.

The Latest Wonder

The newest wonder is Brennan's gyroscope railroad car, which runs on a single rail, can run on the tight rope, go up and down hill, turn corners swiftly and safely, all on the principle of the spinning top, which does not fall down so long as it goes on spinning, says *Harper's Weekly*. Two heavy gyroscopes rotating in vacuums in Brennan's car keep the car upright, and will not let it fall over. The principle was tried out two years ago in a model in Berlin. Its working was publicly shown last week in England with a twenty-two-ton car which carried forty persons, running on two wheels up and down a straight, single-rail track and round a circular track 220 yards long. Enormous speed—150 miles an hour—is predicted for railroad cars of this type, as well as great economy of power. It sounds fantastic and incredible, but the deeper one reads into its story the more serious and astonishing it appears. Louis Brennan, the inventor, has been at work for thirty years on the idea. He is the author of a successful torpedo, which bears his name.

Recent Deaths

Arthur Gilman, the well-known educator, founder of the "Harvard Annex," which afterwards became Radcliffe College, and author of a number of text-books of history and literature, and historical and miscellaneous sketches and essays, died December 28, aged seventy-two years. He was for years one of THE SCHOOL JOURNAL's most valued contributors.

D. O. Mills, banker and philanthropist, died suddenly at his home near San Francisco on January 2, in the eighty-fifth year of his age. Mr. Mills was the founder of the Mills hotels for men in New York.

Cardinal Francis Satolli, from 1892 to 1895 Apostolic delegate to Washington and official head of the Catholic Church in America, died at Rome on January 8, in his seventy-first year.

Mr. Yi, Premier of Korea, was fatally stabbed by a Korean youth at Seoul, the capital of Korea, on December 22.

Senator Anselm J. McLaurin of Mississippi died suddenly at his home at Brandon, in that State, on December 22.

Frederic Remington, the famous painter and sculptor of Western life, and author of many sketches and stories, died December 26th, aged forty-eight years. His "broncho-buster" is familiar to every schoolboy.

Evangeline E. Whitney

Miss Evangeline E. Whitney, one of the district superintendents of New York City, died at her home in Brooklyn, on January 3. Miss Whitney had been breaking down for two years from overwork. After an operation for appendicitis, complications set in, and she did not have the strength to rally. Miss Whitney had no relatives living except several nieces. Her mother died last year, and her father has been dead many years.

Miss Whitney was born in Massachusetts fifty-seven years ago. She was educated at Oberlin, where she was graduated at the age of seventeen. She came to Brooklyn and began teaching in the public schools. She was soon placed in charge of a grammar department, and in 1890 she was appointed principal. She was later elected an associate superintendent in Brooklyn, and when the consolidation was effected she became a district superintendent.

As Miss Whitney had been instrumental in developing summer-school activities in Brooklyn she was placed in charge of this work for the entire city. In this field Miss Whitney won her chief distinction. She became well known as an authority on summer schools, playgrounds and recreation centers. She was for years one of the leading figures in the New York school system, and will be remembered with love and admiration by all who knew her.

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If Mary's little lamb, my dears,
Had lived in 1908,
The little, fleeting, woolly thing
Had met a better fate.

For if it followed her to school,
The teacher kind would say:
"Why, Mary, dear, I'm glad he's here;
I think we'll let him stay."

The children all would gather 'round,
Discussing every feature,
As tho a treasure they had found,
They'd talk about the creature.

They'd draw a picture of it, too;
'Twould really do them credit,
And then a story each would write.
'Twould please you if you read it.

The lamb would be allowed to roam
Around the room at pleasure;
And when at noon it trotted home,
Its joy would know no measure.

The Death of Lincoln

Oh, slow to smite and swift to spare,
Gentle and merciful and just!
Who, in the fear of God, didst bear
The sword of power, a nation's
trust!

In sorrow by thy bier we stand,
Amid the awe that hushes all,
And speak the anguish of a land
That shook with horror at thy fall.

Thy task is done; the bond are free:
We bear thee to an honored grave,
Whose proudest monument shall be
The broken fetters of the slave.

Pure was thy life; its bloody close
Hath placed thee with the sons of
light,
Among the noble host of those
Who perished in the cause of Right.
—WILLIAM CULLEN BRYANT.

Washington

In the upright little sapling lives the
mighty mountain pine.
Straighter than an Indian chieftain
with its long, unswerving line,
Lifting high its sturdy branches, root-
ed in its rocky bed,
Landmark to the valleys under, shel-
ter for the weary head.
In the boy so true and fearless lived
our hero good and grand,
Thru the days of stormy trouble shel-
ter to his native land;
For the unbent twig, believe me, ever
grows as it began,
And the child of noble nature makes
the noble-hearted man.
—Our Young People.

Good Morning

Good morning, Brother Sunshine;
Good morning, Sister Song.
I beg your humble pardon
If you've waited very long.
I thought I heard you rapping;
To shut you out were sin.
My heart is standing open;
Won't you
walk
right
in?

Good morning, Brother Gladness;
Good morning, Sister Smile.
They told me you were coming,
So I waited on a while.
I'm lonesome here without you,
A weary while it's been.
My heart is standing open;
Won't you
walk
right
in?

Good morning, Brother Kindness;
Good morning, Sister Cheer,
I heard you were out calling,
So I waited for you here.
Some way I keep forgetting
I have to toil and spin
When you are my companions;
Won't you
walk
right
in?
—J. W. FOLEY.

The Secret of Success

One day, in huckleberry time, when
little John Flails
And half a dozen other boys were
starting with their pails
To gather berries, Johnny's pa, in
talking with him, said,
That he could tell him how to pick so
he'd come out ahead.
"First find your bush," said Johnny's
pa, "and then stick to it till
You've picked it clean. Let those go
chasing all about who will
In search of better bushes, but it's
picking tells, my son—
To look at fifty bushes doesn't count
like picking one."

And Johnny did as he was told; and
sure enough, he found,
By sticking to his bush while all the
others chased around
In search of better picking, 'twas as
his father said;
For while all the others looked, he
worked, and so came out ahead.
And Johnny recollected this when he
became a man;
And first of all he laid him out a well-
determined plan;
So, while the brilliant triflers failed
with all their brains and push,
Wise, steady-going Johnny won by
"sticking to his bush."
—NIXON WATERMAN.

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Notes of New Books

"The British Isles" is a geographical reader relating to the countries included in the title. Everett Tomlinson, the author, journeyed thru the islands for several months in company with some young friends. He gives a comprehensive and adequate picture of the British Isles, their scenery, their people, their customs, homes, cities, industries, their castles and cathedrals, their lordly estates and famous schools. Pupils will read the book with delight, and they will see England, Scotland, Ireland and Wales, in the next best way to actual travel in the countries themselves. The book is profusely illustrated with photographic reproductions. Price, 60 cents. (Houghton, Mifflin Co., Boston.)

Lamb's "Selected Essays of Elia," edited by John F. Genung, professor in Amherst College, is the most recent addition to the Gateway Series of English Texts for College Entrance Requirements. It contains fifteen of Lamb's best essays, including those on Poor Relations, Old China, Grace before Meat, and the celebrated Dissertation upon Roast Pig. The appended notes serve to promote the student's interest in the essay itself, and in what the author has at heart, rather than in mere dry and dead details of grammar or philology or history. The Introduction treats of Lamb's life and personal traits, with special reference to their relation to his writings. Price, 40 cents. (American Book Co., New York.)

Eva March Tappan has written a book of "European Hero Stories." She has not only brought together stories of interesting events of European history, but she has selected such events as relate to American history. The contents are divided into eight periods: the Barbarian Invasion, the Forming of the Germanic Nations, the Teutonic Invasions, the Rise of Nationalities, Life in the Middle Ages, the Crusades, the Time of Progress and Discovery, and the Struggles of the Nations. No one familiar with the author's work need be told that the stories are delightfully told. The book is suited to the taste and comprehension of pupils from the fourth grade up. Price, 65 cents. (Houghton, Mifflin Co., Boston.)

"Plane Geometry," by Eugene Randolph Smith, head of the Department of Mathematics, Polytechnic Prepara-

tory School, Brooklyn, has grown naturally from ten years' class work, and reflects the opinion among teachers that the proofs of geometry should be worked out by the pupils. The list of theorems is sufficient for any college entrance examination. The methods of discovering proofs are reduced to as few kinds as possible, and the definitions and axioms are given in quite complete form. The propositions are classified under heads suited to practical application to the work following. The exercises are numerous and helpful. Price, 75 cents. (American Book Co., New York.)

The aim of "Elementary Cabinet Work," by Frank Henry Selden, is to supply clear, thoro directions for making articles in wood, within the comprehension of the ordinary pupil in the manual training class. The book is not merely a reference book. It is intended to be placed in the hands of each student. Beginning with face marks and methods of joining, it gives directions for numerous articles in woodwork, from simple articles to a library table. The book is richly illustrated with photographs and diagrams. (Rand, McNally & Co., Chicago.)

The Gordy histories are known the country over. Teachers, and their pupils as well, will welcome the "Elementary History of the United States," from Wilbur F. Gordy's pen. It is intended for use in the fifth and sixth grades of the elementary school. Special attention has been given to the daily life of the people, including the part played by the boys and girls. The language is simple and the excellent maps and illustrations will aid pupils in getting vivid pictures of the historical events narrated. (Charles Scribner's Sons, New York.)

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"Talks with My Boys," by William A. Mowry, Ph.D., LL.D., for twenty years Principal of the English and Classical School, Providence, R. I., is a volume of thirty-one little essays representing some of the morning talks that a wise and successful teacher gave to his boys. In the attractive new guise of their fifth edition, they sound the same bugle call to courage that they sounded to those boys twenty-five years ago. Frank, direct, intimate, they teach the vigorous qualities of character which lie behind all true success. It is safe to say that these little talks are more truly educational in their far-sighted simplicity than most of the pedagogical treatises that have been written. Completely revised and brought up to date, the volume contains a new chapter on "Winning an Education," which is forceful and timely. 301 pages. Price, \$1.00. (Silver, Burdett & Co., New York.)

"The New Salesmanship," by Charles Lindgren, is a complete course in salesmanship in one volume. It is written in a fascinating style that renders profitable instruction pleasurable entertainment. The author has improved his advantage of having to deal with two of the most interesting subjects on earth, namely, human nature and science. While the book is intended for salesmen and business men, it can be read with profit by all. The work covers the entire field of salesmanship, embracing the various departments of traveling salesman, shop or store salesman, correspondence salesman, and the salesman conducting a mail order business. It is not based upon the book-taught knowledge of the schools, but is the actual experience of a successful salesman reduced to a form that can be studied. 190 pages. Extra cloth, \$1.50. (Laird & Lee, Chicago.)

The first volume to be issued of the new Rural Text-book Series which is to appear under the general editorship of Dr. L. H. Bailey, is a volume of 530 pages on

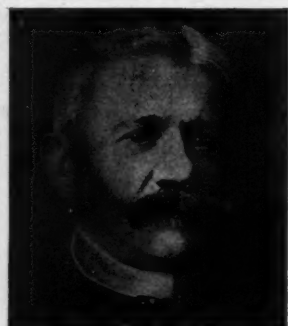
"The Principles of Soil Management." The authors are T. Lyttleton Lyon and Elmer O. Fippin, both professors of soil technology at the Cornell College of Agriculture. The volume is a complete and comprehensive study of everything relating to soils and soil management. The material is arranged under the three general heads of (1) the soil as a medium for root development, (2) the soil as a reservoir for water, and (3) plant nutrients of the soil. As a book indispensable to the teacher of agriculture, the intelligent farmer and the student of farming, this is cordially recommended. Price, \$1.75. (The Macmillan Company, New York.)

"Washington Day Entertainments" and "Lincoln Day Entertainments" are two books that are of interest to teachers, especially in February. Both are edited by Joseph C. Sindelar, and they contain a wealth of material in the way of recitations, plays, dialogues, drills, tableaux, pantomimes, quotations, songs, tributes, stories and facts relating to the two most important February birthdays. One book includes 160 pages, the other 175 pages. The price of each is 25 cents. (A. Flanagan Company, Chicago.)

All who are familiar with William J. Long's delightful animal stories will welcome an English literature written under his authorship. An English literature in a really readable style is an achievement worth while. Mr. Long's literature is a simple, direct and interesting account of the great English writers, their works and the periods in which they are included. The frontispiece is one of the finest illustrations ever printed in a text-book. Price, \$1.35. (Ginn & Company, Boston.)

"Nature Study by Grades," by Horace H. Cummings, formerly of the University of Utah State Normal School, is a text-book for the lower grammar grades. The lessons

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The Fourth Canto of Byron's "Childe Harold," together with "The Prisoner of Chillon" and "Mazeppa," has been issued as a number of The Riverside Literature Series. It is edited, with introduction and notes, by Charles Swain Thomas, of the Newton (Mass.) high school. The text is printed in the usual clear type of the series, and the notes are numerous, interesting and helpful in making clear the meaning of the poems. Price, 25 cents. (Houghton, Mifflin Company, Boston.)

A third edition of "The Hygiene of the School Room," William F. Barry, M.D., author, has appeared. The book is so well known that words concerning it are hardly necessary. Suffice it to say that it is one of the best brief discussions of this important subject that have been published, all the important topics that enter into school-room hygiene being treated practically and authoritatively. (Silver, Burdett & Company, New York.)

"Practical Agriculture," by John Wilkinson, tho as the sub-title states, "a brief treatise," is at the same time a complete and thoro discussion of agriculture, horticulture, forestry, stock feeding, animal husbandry and road building. The author was formerly professor of agriculture in the Northwestern Normal School, at Alva, Okla. The book is intended for use as a text-book in the public schools. Each topic has with it suggestions for practical exercises to be worked out by pupils, questions on the text, and a list of references. The illustrations are numerous and excellent. (The American Book Company, New York.)

The Fifth Reader of the "Standard American Series" is made up of selections culled with great care, in order that pupils may, in the last Reader they use, obtain material of literary and ethical value. The range of subjects is very wide, including lessons in natural history, discoveries, inventions, geography, history, civics, biography, legend, etc. A comprehensive vocabulary gives accurate directions for pronunciation and study of derivation. The book has for a frontispiece the United States flag, in color. Price, 50 cents. (Concordia Publishing House, St. Louis.)

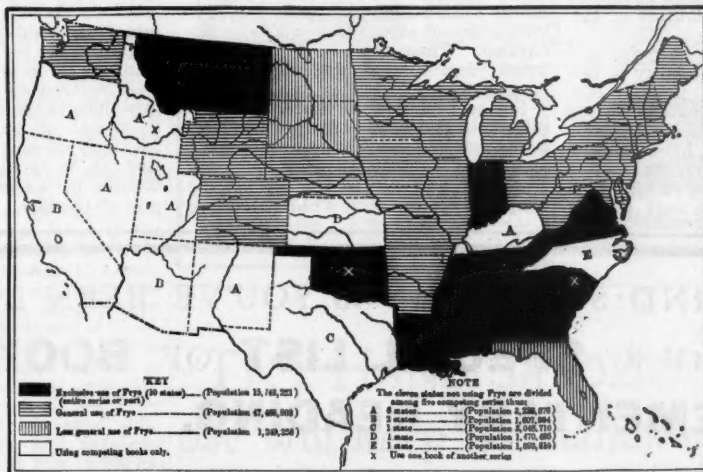
"American Business Law," by John J. Sullivan, instructor in business law in the University of Pennsylvania, is a text-book for students, in colleges especially, taking up this subject. The choice and arrangement of topics and material has been guided by the author's experience in teaching business law, and the matter given is easy to understand and eminently practical. Price, \$1.50 net. (D. Appleton & Company, New York.)

In the "Advanced Physiology and Hygiene," Professors Conn and Budington give thoro and interesting instruction in individual hygiene and explain also the necessity and methods of insuring public health. The subject of physiology is made practical in every way. The book is intended for high schools. 419 pages. Illustrated. Price, \$1.10. (Silver, Burdett & Co., New York.)

Sand's "Le Meunier D'Angibault," edited by J. W. Kuhne, instructor in romance languages, Northwestern University, is a story which belongs to George Sands's second period of literary activity, when her interest had been attracted to social studies. The theme is the inheritance of a worn-out and mismanaged estate by a young widow, its rehabilitation with the assistance of a neighboring landowner, and the attachment which results. It is suitable for third year reading. (Price, 40 cents. American Book Company, New York.)

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The End to be Attained

At the recent meeting of the South Carolina State Teachers' Association, W. K. Tate made an address on the school and citizen. He said in part:

"I grant that the school routine may move more smoothly where the teacher is an autocrat, just as the mother in the home may find it easier to set the table than to teach the daughter how to do it, but the wise teacher, like the wise mother, considers the final end to be attained. Of course I do not mean that the management of the school should be turned over to the pupils. They should, however, be made to feel that the good name, the welfare and the progress of the school is in their hands and should be encouraged to organize for these ends.

"The first School Improvement League in a community should be composed of the pupils themselves. The teacher who makes this appeal to the patriotism of the student body will be gratified by the results which it will produce. The entire work of the school will take on a new life when its pupils feel that they have a part in its development, and the new capacities developed by the social co-operation will be a permanent asset of the State.

"Especially is there a need for developing the co-operative ability in the country school districts. Country life is naturally individualistic. The farmer is separated from his neighbors and has to depend on himself. He finds it difficult to organize and co-operate even when the price of his farm products is dependent on such action.

The organization of the children in the country schools into school improvement leagues and literary societies and the consolidation of the weak, isolated schools to strong centers of community life with its attendant power of co-operation for the common good in everything is the greatest work before the rural teachers."

The Dogs of Constantinople

I have watched these dogs a good deal since we came here, and a lady of Constantinople, the wife of a foreign minister, has added largely to my information on the subject. They are quite wonderful in many ways. They have divided themselves into groups or squads, and their territory into districts, with borders exactly defined. They know just about how much substance each district will supply and the squads are not allowed to grow. There is a captain to each of these companies, and his rule is absolute. When the garbage from each house is brought out and dumped into the street, he oversees the distribution and keeps order. He keeps it, too. There is no fighting and very little discord, unless some outlaw dog from a neighboring group attempts to make an incursion. Then there is a wild outbreak, and if that dog escapes undamaged he is lucky.

She told me how in winter the dogs pile up in pyramids to keep warm, and how those underneath, when they have smothered as long as they can, will work out and get to the top of the heap and let the others have a chance

to get warm and smother too. Once, when some excavation was going on in her neighborhood the dogs of several bands, made kin by a vigorous touch of nature, cold, had packed themselves into a sort of tunnel which the workmen had made. One dog who had come a little late was left outside. He made one or two efforts to get a position, but it was no use. He reflected upon the situation and presently set up a loud barking. That was too much for those other dogs. They came tumbling out to see what had happened, but before they had a chance to find out the late arrival had slipped quietly in and established himself in the warmest place.—ALBERT BIGELOW PAINE, in *Harper's Weekly*.

Why Men Wear Trousers

The *Providence Journal* says that man was forced into trousers by woman. In his earliest days he is swathed in a queer bundle of incoherent bandages by a woman. Later woman puts him in cute little dresses so that the neighbors can't tell him from his little sister. Later woman cuts off his curls and puts him into knickerbockers, and woman puts him into "long pants" when she gives the word and not before. That is all that man has to do or ever had to do with wearing trousers. Woman forced him into them in the first place and now he is afraid of wearing anything else for fear of making a sensation. In fact, if he should attempt to put on dresses he would be arrested by officers of the law.

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Honor to Mr. Silver's Memory

The announcement of the sudden death of Mr. Edgar O. Silver on the 18th of December called together a large number of his friends, including representatives of nearly all the schoolbook publishing houses, at a meeting held in the rooms of The Aldine Association.

W. E. Pulsifer, of D. C. Heath & Co.; H. E. Hayes, of Newson & Co.; Charles E. Merrill, of Chas. E. Merrill Co.; George A. Plympton, of Ginn & Co.; Major Chas. L. Patton, of University Publishing Co.; H. L. Ambrose, of American Book Co.; Frank D. Beattys, of Frank D. Beattys & Co.; James H. McGraw, of McGraw Publishing Co.; Chas. E. Mills, of Longmans, Green & Co.; Joseph J. Little, of J. J. Little & Ives Co.; Fleming H. Revell, of Fleming H. Revell Co.; Frank H. Dodd, of Dodd, Mead & Co.; L. L. Jackson, of D. Appleton & Co.; E. W. Fielder, of D. Appleton & Co., and others spoke in terms of the highest appreciation of Mr. Silver's character and ability, of his honorable and remarkably successful career as a publisher, and of the warm feeling of admiration and respect entertained for him by all who came within the circle of his influence.

A committee of three was appointed and instructed to embody in appropriate form the sentiments expressed at this gathering and to send a copy of the same to the family of Mr. Silver and to the press. The report of the committee was as follows:

"Mr. Edgar O. Silver, the announcement of whose untimely death on the 18th inst. calls us together, has been a schoolbook publisher for about twenty years.

"During this comparatively short period he has, by his great ability, high integrity, untiring energy and dauntless courage, as president of the publishing house of Silver, Burdett & Co., built up a large and prosperous business and has won for himself the admiration and respect of his competitors.

"Mr. Silver was a man of many and varied interests and activities. Any cause which promised in a practical way to promote the material, intellectual and moral well-being of his fellows was sure to have his sympathy and to many such causes he gave generously loyal service and financial support.

"Both as a publisher and as a citizen Mr. Silver was a man of the highest ideals which in the strain and stress of business competition and in the other relations and activities of a very busy life he never forgot.

"As a member of the Board of Trustees of Brown University, of which he was an alumnus, and as a director in many religious, educational and philanthropic organizations in which he was deeply interested, his sound judgment, faithful service and unfailing courtesy have endeared him to his associates, who unite with us in lamenting his death.

"CHARLES E. MERRILL,
"CHARLES L. PATTON,
"JAMES H. MCGRAW,
"Committee."

Mr. Cyrus Smith, for some time past connected with the American Book Company, died on October 30th. Mr. Smith's death occurred while he was attending the meeting of the Michigan State Teachers' Association at Saginaw.

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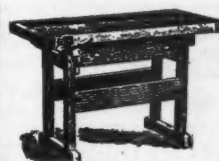
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New York

Recommends college and normal graduates, specialists, and other teachers to college, public and private schools. Advises parents about schools. **W. O. PRATT, Manager.**

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The Agency that selects one candidate for a position is sure to meet your wants. Consult us and be sure.

Established for Fifty-two Years.

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Has good positions for good teachers with good records.

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CO-OPERATIVE No enrollment fees. Blank and booklet from any office.

In answering advertisements please mention "The School Journal"

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To know every detail, to gain an insight into each secret, to learn every method, to secure every kind of skill, are the prime necessities of success in any art, craft, or trade. No time is too long, no study too hard, no discipline too severe for the attainment of complete familiarity with one's work and complete ease and skill in doing of it. As a man values his working life, he must be willing to pay the highest price of success in it—the price which severe training exacts.
—HAMILTON WRIGHT MABIE.

School Fire-Escapes

The many recent fire disasters in private schools and College Dormitories has called the special attention to the subject of fire Protection, with the result that modern apparatus and equipment are being installed in all up-to-date Schools and Colleges throughout the Country. Prominent in this trade is the American Fire Apparatus Company of One Madison Avenue, New York, who reported having equipped over two hundred Dormitories with their Chain Ladder Fire-escapes and hand extinguishers. Too much importance cannot be attached to the matter of protecting the lives of pupils from fire destruction.

Janus

The poet makes January say: "Janus am I, oldest of potentates." Why not make this month say: Patron am I of Rheumatism, which I make more painful; of Catarrh, which I make more annoying; of Scrofula, which I develop with all its sores, inflammations and eruptions?

Hood's Sarsaparilla can be relied upon to cure these diseases, radically and permanently, and so there is no good excuse for suffering from them.

Our readers will note in the advertisement of Beecham's Pills, on another page, that their New York Agency, B. F. Allen & Co., 367 Canal Street, will send them on request a book entitled "Help the Scholars," containing weights and measures and other valuable information. The book was gotten up at a very large expense and is given free by simply sending a postal to the firm at the address above given.

Mr. Charles W. Mulford, formerly manager of the Schermerhorn Teachers' Agency, 353 Fifth Avenue, New York, who has been conducting that agency most satisfactorily during the past four years, has become the sole owner of the agency. It has been very successful and has given general satisfaction. We are very much pleased to learn that Mr. Mulford will continue in the capacity of owner.

Best and Health for Mother and Child

Mrs. Winslow's SOOTHING SYRUP has been used for OVER FIFTY YEARS by MILLIONS OF MOTHERS for THEIR CHILDREN WHILE TEETHING WITH PERFECT SUCCESS. It SOOTHES the CHILD, SOFTENS the GUMS, ALLAYS ALL PAIN, CURES WIND COLIC, and is the best remedy for DIARRHŒA. Sold by druggists in every part of the world. Be sure to ask for "Mrs. Winslow's Soothing Syrup." And take no other kind. Twenty-five cents a bottle.

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Manufacturers and Importers of

**Chemicals, Chemical Apparatus,
Physical Apparatus, Scientific
Instruments.**

Everything needed in the Laboratory.
Glass blowing done on the premises.
Metalware Manufacturing Department in the House.

In Memoriam: Abraham Lincoln

There's a burden of grief on the
breezes of spring,
And a song of regret from the bird on
its wing;
There's a pall on the sunshine and
over the flowers,
And a shadow of graves on these spir-
its of ours;
For a star hath gone out from the
night of our sky,
On whose brightness we gazed as the
war-cloud rolled by;
So tranquil and steady and clear were
its beams,
That they fell like a vision of peace
on our dreams.

A heart that we knew had been true
to our weal,
And a hand that was steadily guid-
ing the wheel;
A name never tarnished by falsehood
or wrong,
That had dwelt in our hearts like a
soul-stirring song;—
Ah, that pure, noble spirit has gone
to its rest,
And the true hand lies nerveless and
cold on his breast;
But the name and the memory, these
never will die,
But grow brighter and dearer as ages
go by.

Yet the tears of a nation fall over
the dead,
Such tears as a nation before never
shed,
For our cherished one fell by a das-
tardly hand,
A martyr to truth and the cause of
the land;
And a sorrow has surged, like the
waves to the shore
When the breath of the tempest is
sweeping them o'er;
And the heads of the lofty and lowly
have bowed
As the shaft of the lightning sped
out from the cloud.

Not gathered, like Washington, home
to his rest,
When the sun of his life was far
down in the west;
But stricken from earth in the midst
of his years,
With the Canaan in view of his pray-
ers and his tears;

And the people, whose hearts in the
wilderness failed,
Sometimes, when the stars of their
promise had paled,
Now stand by his side on the mount
of his fame,
And yield him their hearts in a grate-
ful acclaim.

Yet there on the mountain our leader
must die,
With the fair land of promise spread
out to his eye;
His work is accomplished, and what
he has done
Will stand as a monument under the
sun;
And his name, reaching down thru
the ages of time,
Will still thru the years of eternity
shine,
Like a star sailing on thru the depths
of the blue,
On whose brightness we gaze every
evening anew.

His white tent is pitched on the beau-
tiful plain,
Where the tumult of battle comes
never again,
Where the smoke of the war-cloud
ne'er darkens the air,
Nor falls on the spirit a shadow of
care.
The songs of the ransomed enrapture
his ear,
And he heeds not the dirges that roll
for him here;
In the calm of his spirits, so strange
and sublime,
He is lifted far over the discords of
time.

Then bear him home gently, great son
of the West!
'Mid her fair blooming prairies lay
Lincoln to rest;
From the nation who loved him she
takes to her trust,
And will tenderly garner the conse-
crate dust.
A Mecca his grave to the people shall
be,
A shrine evermore for the hearts of
the free.

—EMILY J. BUGBEE.

A Tribute to Lincoln

From humble parentage and poverty,
old Nature reared him,
And the world beheld her ablest,
noblest man;
Few were his joys, many and terrible
his trials,
But grandly he met them as only
truly great souls can!
Our nation's martyr—pure, honest,
patient, tender—
Thou who didst suffer agony e'en
for the slave,
Our flag's defender, our brave, im-
mortal teacher!
I lay this humble tribute on thy
honored grave.

—PAUL DE VERE.

THE DANGER OF DUST IN SCHOOLROOMS.

HOW IT CAN BE AVOIDED.

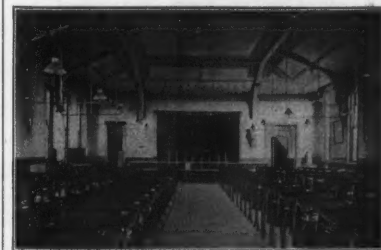


DUST DANGER is a real—not
a theoretical menace. Scientific
research has proved that dust
is the greatest carrier and dis-
tributer of disease germs known.

The dust problem in schoolrooms is one
that should have the serious consideration
of every Board of Education, every Su-
perintendent of Schools, Principal and
Teacher. The elimination of dust is a
duty that must appeal with peculiar force
to those charged with the responsibility
of caring for the health of pupils.

HOW DUST SPREADS DISEASE.

Disease germs multiply with exceeding
rapidity. A single germ falling on fertile
soil will, in an incredibly short space of
time, generate millions upon millions of
its kind. These micro-organisms are found
by the million in dust, so that every cur-
rent of air causes the dust to be set in
circulation, and with it the countless
myriads of living germs that are such a
menace to health.



The remedy for the elimination of dust
is not sweeping and dusting, for such ex-
pedients merely start the germs afresh on
their aerial errand of warfare against
mankind.

THE TRUE REMEDY.

Standard Floor Dressing is the true
remedy for the elimination of dust. It has
been tested by Physicians and Educational
Boards with the most gratifying results,
and reports show that it reduces the per-
centage of floating dust nearly one hun-
dred per cent.

The action of Standard Floor Dressing
is purely mechanical. The application of
a thin coat three or four times a year is
sufficient to keep the floors at just the
right degree of moisture to catch and hold
all dust and dirt.

Floors treated with Standard Floor
Dressing present a splendid appearance.
The dressing acts as a preservative and
prevents the boards from splintering or
cracking. It does not evaporate, and by
reducing the labor of caring for the floors
saves its cost many times over. Not in-
tended for household use.

We are making a remarkable offer ap-
plying to schools, public buildings, stores
and offices. Our offer is this—we will,
free of all cost, treat one floor or part of a
floor in any schoolroom or corridor with
Standard Floor Dressing, just to prove our
claim.

Upon request, full particu-
lars may be had regard-
ing such demonstrations. Our
little book, "Dust and Its
Dangers," explains the sub-
ject fully. Anyone may have
a copy by merely asking
for it.

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(Incorporated)



MENEELY & CO. WATERVLIET,
The Old Reliable (West Troy), N. Y.
Meneely Foundry, CHURCH, CHINE,
Established nearly 100 years ago. SCHOOL
& OTHER **BELLS**

All Humors

Are impure matters which the skin, liver, kidneys and other organs cannot take care of without help.

Pimples, boils, eczema and other eruptions, loss of appetite, that tired feeling, bilious turns, fits of indigestion, dull headaches and many other troubles are due to them. They are removed by

Hood's Sarsaparilla

In the usual liquid form or in chocolate tablets known as **Sarsatabs**. 100 doses \$1.

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LOOM No. 1. 9 x 12 in.

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Todd & Todd

"The Odd Shop"

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Bulletin describing courses sent on application.
THOMAS M. BALLET, Ph.D., Dean
New York University, New York, N. Y.

The Good Citizen Says

I am a citizen of America and an heir to all her greatness and renown. The health and happiness of my own body depend upon each muscle and nerve and drop of blood doing its work in the place. So the health and happiness of my country depend upon each citizen doing his work in his place.

I will not fill any post or pursue any business where I can live upon my fellow-citizens without doing them useful service in return: for I plainly see that this must bring suffering and want to some of them.

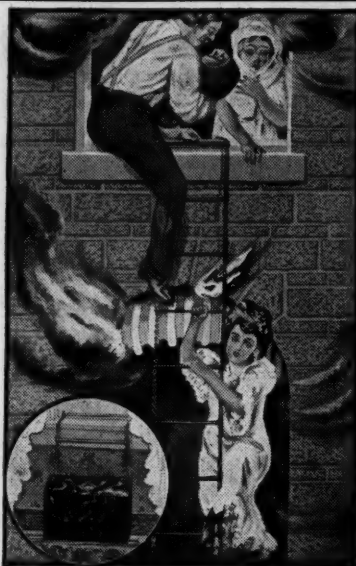
I will do nothing to desecrate the soil of America, or pollute her air, or degrade her children, my brothers and sisters.

I will try to make her cities beautiful, and her citizens healthy and happy, so that she may be a desired home for myself now, and for her children in days to come.—*The School Exchange.*

Remington Surprises for the Japanese

The Remington Typewriter scored a notable triumph in connection with the recent visit to America of the Honorary Commercial Commission of Japan. This Commission, representing the Chambers of Commerce of the various cities of the Japanese Empire, included in its membership many of the leading commercial lights of Nippon, and had for its Chairman the famous Baron Eiichi Shibusawa, who is commonly known as the J. Pierpont Morgan of Japan.

The avowed purpose of the Commission was to promote closer commercial relations between Japan and the United States. Incidentally the members of the Commission were alert to observe all that the United States might have to offer in the line of the latest improved commercial appliances. During their stay in this country the members of the commission saw nothing of this kind which interested them more than two recent products of the Remington Typewriter Company, namely the Japanese or Katakana Remington and the new Remington with Adding and Subtracting Attachment. The Katakana Remington is such a new thing that its very existence was unknown to a majority of the members of the commission and their surprise and pleasure may be imagined at finding a typewriter already perfected which could write their own language. Equally great was their interest in that other recent Remington offering, the combined writing and adding machine. The latter is a new idea even in the United States and the members of the Commission foresaw for it a great career in their own country, where there is equal need for an appliance of this sort. During the stay of the Commission in New York these two machines were constant objects of interest to the visiting Japanese, and each of them found purchasers among the individual members, the purchaser of the Remington with Wahl Adding and Subtracting Attachment being no less a personage than Baron Shibusawa himself. The appreciation of the importance of these latest products of the Remington factory which was shown by these progressive Orientals affords a splendid assurance of the future which awaits these machines in the Japanese Empire.



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